

**CAREER CHOICE PATTERNS OF LEARNERS IN EASTERN CAPE
SCHOOLS WITH SPECIAL REFERENCE TO THE NORTHERN REGION**

by

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DECLARATION

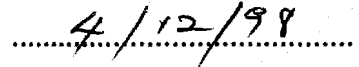
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I declare that ***Career choice patterns of learners in Eastern Cape Schools** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

(Mrs B U C Kopele)



DATE

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The researcher is indebted to many people for their contribution to her work in different ways, and for their assistance to the successful completion of the study:

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ABSTRACT

The choice of a career is an important decision that a person has to make in his life. The purpose of this study was to identify factors at play at the time that learners' have to commit themselves to chosen career paths.

From the literature it became evident that there exists an interplay between personal and situational factors. This interplay results in the formation of a certain identity which is later actualised in a chosen career.

The empirical study revealed that factors like the type of school attended, the school curriculum the socio-economic location of the school and the availability of guidance services played an important role in the choice of a career. Family factors and other factors such as prestige and remuneration were also influential. It appeared however that the level of a learner's career maturity would be a major factor influencing career identity formation, choice and subsequent satisfaction.

Key Words: Career Development, Career Maturity, Career Choice, Identity Formation, Family Factors, Scholastic Factors, Aspirations, Gender Differences, Personal Factors, Situational Factors.

UITTREKSEL

Een van die belangrike besluite wat 'n mens moet maak in sy lewe is dié van 'n beroepskeuse. Die doel van hierdie ondersoek was om die faktore te identifiseer wat 'n rol speel gedurende die tyd wanneer leerders hulself verbind tot 'n gekose loopbaan.

Uit die literatuur blyk dit dat daar 'n wisselwerking bestaan tussen persoonlike en omstandighedsfaktore. Hierdie wisselwerking lei tot die vorming van 'n sekere identiteit wat later verwesenlik word in 'n gekose beroep.

Die empiriese ondersoek toon dat faktore soos die tipe skool bygewoon, die kurrikulum, die sosio-ekonomiese ligging van die skool en die beskikbaarheid van voorligtingsdienste 'n belangrike rol gespeel het in die keuse van 'n beroep. Gesinsfaktore en ander faktore soos aansien en vergoeding het ook 'n rol gespeel. Dit het veral geblyk dat die vlak van die leerder se beroepsvolwassenheid 'n aansienlike faktor was wat beroepsidentiteitsvorming, keuse en die daaropvolgende beroepsbevrediging, beïnvloed het.

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CHAPTER 1

ORIENTATION, ANALYSIS OF THE PROBLEM AND AIMS OF THE STUDY

1.1 INTRODUCTION

The choice of a career is probably one of the most important decisions an individual will have to face in his lifetime. Choosing a career poses different problems for different people. For some, the decision is taken out of their hands by other people, usually parents, or circumstances dictate what is available and attainable, as has been the case for various population groups during the apartheid era in South Africa. For other people, career choice is the culmination of a well-thought-out process involving exploration, decision, revision, adoption or revision of alternatives.

The secondary level of education is particularly important for career decision making. While career exploration and choice should ideally start at a young age in the form of fantasy choices (Ginzberg, Ginsburg, Herma & Axelrad 1953; Super 1953; 1957), the adolescent at the brink of choosing a career, experiences great pressure to commit himself or herself to a particular course of action that will put him en route to the attainment of his career goals. Whether the majority of adolescents are in a position to make that commitment, is a subject for debate. As an adolescent is faced with great physical, social, emotional and psychological changes, which quite often lead to confusion, one wonders whether he or she can, indeed, be in a position to face such a monumental task as making a sound career choice.

The past political dispensation made career choice much easier for most black school leavers as they had only a few options to choose from.

While one does not want to sound supportive of the past dispensation, one would like to suggest that with the vast number of opportunities now open to all population groups, the task of choosing a career has certainly become more challenging, particularly for black matriculants, who in the past had a very limited scope of careers to choose from. One would also like to believe that there is a shift from the past tendency of black school leavers to choose careers in the social services sector (Spence 1982) where 50% of educated blacks were employed in this sector, to other sectors of the economy and that, hopefully, following affirmative action, the number of black people in managerial positions has since improved the situation in 1990, where 94% of managers and 86% of all professional people in South Africa were white and predominantly male (Aitken 1990:4).

In view of the changed political scenario, with the scrapping of job reservation as a sequel to that, one would like to think that school leavers are going to grab the opportunities now open to them and that there might be a discernible shift to careers in all sectors. Whether this is so and whether school leavers are ready to make career decisions at the end of their school career, is the subject of this study.

1.2 **AWARENESS OF THE PROBLEM**

The difficulty of choosing a career was first noticed by the researcher towards the end of her own school career. At the time the researcher was growing up, her father always said that he wanted her to be a doctor. The choice of the researcher's subjects in high school were therefore such that she could fulfill her father's aspirations. However, in standard 9, it suddenly dawned on the researcher that a career in medicine was out of question as the sight of blood sickened her. Deep down, the researcher had an interest for business subjects. However, it was unheard of in those days, to differ from the parents' opinion. The wish was therefore left unsaid, and in any event, it was already too late to change the subjects, even if the parents were to grant the wish. The researcher therefore continued with her subjects in the midst of frustration and demotivation which was later to lead to her not being able to make the required grade for admission to medical school. This state of affairs, although a disappointment to the parents, was a blessing in disguise for the researcher, who eventually was able to fulfill her dream although even then she had no real idea of what she would do after obtaining her degree. This lack of occupational knowledge was to later lead to unrealistic career goals, unrealistic salary expectations, disillusionment at not getting the expected position and an abandonment of any aspirations related to the business world. It must be stated, at this juncture, that the political climate of the times did little to help, and frustrated, like many school leavers and university graduates of the time, the researcher stumbled into teaching as a career, which was later to lead to her interest in career development.

As a teacher at a secondary school, the researcher came across parents who were exactly the same as hers in terms of expectations for their offspring, parents who wanted to push their children toward certain directions without knowing whether the child had any interest in that, parents who chose subjects for their children and who forced the children to take these subjects at higher grade level, irrespective of the children's abilities and parents who were not willing to listen to advice. Lack of proper career guidance facilities at the time worsened the situation. At times, the children themselves were set to pursue certain subjects irrespective of their performance in the subjects because they had certain careers in mind. Quite often, when the matric results came, the learners and parents would be faced with disappointment and frustration as the results would not be good and aspirations would then not be fulfilled.

As a lecturer at a College of Education, the researcher has witnessed the frustration of scores of school leavers who, caught unprepared, find themselves with no place to further their education or who, because of poor results have their dreams thwarted due to inadequate entry qualifications to preferred institutions of higher learning. They find themselves in long queues to be admitted to Colleges of Education even though they have no desire to teach or they roam the streets aimlessly because their certificates are just a collection of subjects leading to no particular field and also rendering them unemployable because they do not have any skills to offer to potential employers.

1.3 **ANALYSIS OF THE PROBLEM**

The process of choosing a career has received a lot of attention following Parsons' (1909) Trait and Factor theory. A preliminary review of literature has revealed that extensive research has been undertaken about factors influencing career choice. Theories about how an individual arrives at a clear choice have also been proposed.

However, the theories postulated and subsequent research focused mainly on Western, European perspectives, with theorists like Parsons (1909); Ginsberg, Ginzburg, Herma and Axelrad (1951); Super (1953, 1957); Roe (1956, 1957); Holland (1959, 1966, 1973a, 1985a); Bandura (1961, 1977, 1982); Tiedeman and O'Hara(1963); Crites(1969); Osipow(1973); Krumboltz(1979); Gottfredson(1981) and Pryor(1985, 1987), among others, taking the lead in seeking answers as to what factors influence choice, and how a person arrives at the ultimate choice.

Research studies have revealed that a wide range of factors influence an individual's choice of a career. These factors can be conveniently grouped into two groups, namely personal or psychological factors and external factors mainly comprising social and economic factors. A combination of personal and environmental factors has been found to influence choice. An examination of the various influencing factors follows.

1.3.1 **Personal factors**

Research about personal factors supports the view that personal factors play an important role in the individual's choice of a career. Factors like motivation, aptitude, personality, interest, values and self-concept, have been found to be directly related to career choice (Rosenberg, Gurin and Epps; Super, Korman, Hunter, Putnam and Hansen in Moore 1983:14-20; Lindhard 1987:196-197).

Rosenberg et al (in Moore 1983:14,19) view the choice of an occupation as an expression of one's personality and as an attempt to match one's personality structure to the behavioural requirements of the occupation. They argue that one's needs, for example, a need for achievement, expectancy and possibility of success in a particular job, serve as motivational factors in the choice of an occupation.

The importance of needs in career choice dates back to Roe's (1956) study which revealed that in choosing occupations, people sought to meet needs that developed during childhood as a result of the way in which they were brought up. These needs are subsequently actualised in the chosen career or profession.

Research studies conducted by McClelland, Atkinson, Clark and Lowell (1976) and cited in De Broize (1980) confirm Rosenberg et al's (1983) viewpoint that needs play an important role in career choice. In their study, they found that the need for achievement greatly influences the vocational choices of white Americans and that to them, self-fulfilment is the driving force. On the other hand, there is a clear trend among blacks, both American and African, to express their need to be useful to others and their communities by choosing careers in the social services sector (Biesheuvel 1962a, 1964; Breger 1976; Kendall 1977; Hall 1978, 1980; Smith 1980; Sparks 1980; Mojalefa 1980; Cloete 1981; Erwee 1981; Visser 1982). Hall (1980) observes that the majority of black school leavers indicate a preference for professional occupations, for example doctor or lawyer, as their first occupational choice although most seem unlikely to achieve school results which will enable them to obtain university entrance matriculation certificates.

The need for wealth and status has also been researched. Results about the need for wealth, as a motivating factor are inconclusive as findings in the studies of Pallone, Rickard and Hurley 1970; Thomas, Kravas and Low 1979 are conflicting. The former study reports a strong need to acquire wealth among urban blacks as important while the latter reports that money is not perceived as a determinant of occupational choice.

The importance of interest in career choice has also been investigated. Visser (1978) notes that a logical relationship exists between vocational interest and vocational needs. She writes (1978:45): "If the vocational preferences are realistic and based on accurate knowledge of the occupations, and the needs are sufficiently well-thought-out by the person concerned, some congruence can be expected between the two, both having evolved out of the individual's personality dynamics and interaction with the environment".

There is also evidence that values play an important role in the choice of a career. A learner's choice of a career usually conforms to his value system, to that of his parents and his environment. In choosing a career, the individual translates into practice theoretically held values (Rosenberg 1957; Morton-Williams 1966; McSweeney 1973 & Denga 1988). A person will therefore look for a job which will be in agreement with his value system, for example, a prestigious job if he values status, a well-paid job if he values wealth and power and a helping career if he values being of use to others. A problem arises in a case where the chosen career does not fulfill these values. This suggests that on the one hand, a person does not know himself well or that there are no jobs to meet his personal needs and values.

Research reports on blacks in South Africa (Tunmer 1972; Shannon 1975; Breger 1976; Hall 1978, 1980; Visser 1978; Cloete 1981 & Erwee 1981), reveal that blacks consistently indicate a preference for the social service and medical orientations and evidence a strong dislike for mechanical, outdoor and practical orientations.

Visser (1978) ascribes the findings with regard to the least preferred occupations to their manual labor implications and the fact that they somewhat have non-academic connotations. The preferred careers, on the other hand, can be explained in terms of their status implications.

Visser's findings are confirmed in the Commission of inquiry into education in the Republic of Transkei (1979). Taylor (1979:119-120) asserts that people's attitude towards vocational and technical education is a problem. He argues that parents encourage their children to choose academic education in preparation for white collar jobs as opposed to vocational and technical education which prepares them for manual labor.

The sad consequence of the above has been that in the past there were a lot of matriculated young men and women who could not find jobs because they had nothing to offer to the employers in terms of skills.

The level of career maturity of learners has also been found to be significantly related to career choice. Career maturity comes about as a result of the attainment of certain developmental tasks. Such tasks accomplishment leads to readiness to make career commitments.

Career maturity as described by Super (1990:214) and Langley (1996:3), refers to the extent to which a person is able to master the career developmental tasks that are applicable. Such tasks are encountered at or about a certain period in the life of an individual and derive from the expectation that the members of a small group manifest a relatively orderly behavioural sequence in preparing for and participating in the activity of work.

Research studies in South Africa have found significant differences between career maturity of different cultural groups. Smith (1992:247) and Beggs (1990:418) report that white students are more career mature than blacks. This state of affairs is ascribed by Hickson and White (1989) to poor educational facilities while Engelbrecht (1989) cites the lack of structures for providing career information and the lack of qualified teachers as reasons. Smith (1992) supports Hickson and White's viewpoint and argues that because white students have superior school guidance services and greater access to career information resources which facilitate a higher level of career decidedness they are more career mature. Mabena (1994:117) takes the argument further. She argues that career maturity of women may also be significantly affected by their culture. In more traditional cultures, for example, men are considered to be breadwinners and women, homemakers. In this culture it is expected that women could exhibit lower career maturity than men. It would be interesting to find out whether there are differences in the level of career maturity between boys and girls in our schools.

Other personal factors, for example intelligence and aptitude, have also been found to play a role in career decision making (Dusek 1987; Jacobs; Oosthuizen & Petrick 1985). A learner's aptitude, for example, influences his subject choices which in turn determine the field of work that will be chosen. Different aptitudes lead to different fields of work, for example, verbal aptitude is seen to be associated with Human Sciences while Commercial Sciences require a combination of the two (Jacobs et al 1985; 63-69)

1.3.2 External or environmental factors

1.3.2.1 Social factors

The sociological viewpoint to career decision making attributes the choice phenomenon to the operation of some system which is external to the individual, for example, the social environment, culture, socio-economic status, adult models available to identify with, technological progress, and so on. These factors affect occupational choice by helping to determine the occupations with which a person is familiar, by virtue of his contact with family and friends.

Various factors within the social system influence the development of career choice patterns. Such factors as socialisation, socio-economic status, the structure of the education system, among others, play an important part in determining the career path that a person will choose. These factors will be dealt with in a subsequent chapter.

1.3.2.2 Economic factors

Economic factors are closely related to career choice in that in the first place they determine the affordability of education. Cost of education and training, a factor related to the family's socio-economic status adversely affects children from low socio-economic status families by determining the length of their stay in school and chances for higher education, which in turn influence the choice of a career (Gurrin & Epps; Rosenberg & Crites in Moore 1983:13-14).

Other factors like the number and nature of employment opportunities available at the time a person is looking for a job, immediate and future earnings, skills possessed by a person, size and geographical location of industries and organised labor, determine to a great extent the career that a person enters into (Stern (in Tiedeman 1979:140); Hotchkiss & Borrow 1990:273-276).

1.4 **THEORETICAL FOUNDATIONS OF CAREER DECISION MAKING**

It has been stated that theories on career development and choice place emphasis on either personal or psychological factors (Parsons 1909; Super 1953, 1957; Roe 1956; Bordin 1961; Holland 1959, 1966, 1973; Gottfredson 1981); socio-economic factors (Ginzberg, Ginsburg, Herma & Axelrad 1951; Roe 1956, Blau & Duncan 1967, Bratcher 1982, Friesen 1986; Hotchkiss & Borrow 1990), and pure chance (Miller & Form 1951; Caplow 1954; Nagel 1961, Miller 1981; Bandura 1982). Other theorists like Osipow (1973) see a combination of factors as crucial to the final choice of a career.

A lot of theories have been formulated to explain the developmental aspect of career choice. Theorists like Ginzberg et al (1951); Roe (1956); Super (1953, 1957, 1980); Gottfredson (1981) and Pryor (1985) have tried to explain the developmental nature of career choice. The various approaches will now be examined.

1.4.1 The psychological perspective to career choice

The proponents of this approach to career choice believe that a wide range of personal factors influence choice. These factors are traits (Parsons 1909), personality (Holland 1956, 1966, 1973), needs (Roe 1956; Bordin 1961), interests and values (Roe 1956; Holland 1959, 1966, 1973a), abilities (Dusek 1987), and the self-concept (Super 1953; Roe 1956; Gottfredson 1981; Pryor 1985 & Jacobs et al 1985).

Although the above classification may be seen as suggesting that these are independent of each other, in reality, this is not the case and the factors are mutually inclusive. The above classification only serves to point out what each of the theorists emphasised on.

Theorists on personal factors have in common the assumption that the individual has some freedom in the choice of an occupation, that is, he can exert some control over his future. In their view, choice is determined primarily by the characteristics of functioning of the individual and is indirectly influenced by the environment the person lives in.

According to this viewpoint, an individual seeks jobs that are consistent with his personality traits (Parsons 1909; Holland 1959, 1966, 1973a), which can satisfy his intrinsic personality needs (Roe 1956; Bordin 1961) and which are compatible to the person's self-concept (Super 1953, 1957; Roe 1956 & Gottfredson 1981).

Because people have different traits, personalities and needs and because occupations require the traits in varying amounts, different individuals therefore seek different environments and choose these in accordance to their ability to satisfy their needs and in accordance to their compatibility to personality and individual characteristics. This is so because different people are suitable for different kinds of occupations and get satisfaction in different work environments (Holland, 1959, 1966, 1973a; Myers, 1993).

As has been discussed previously (see paragraph 1.3) there are factors outside the individual which affect choice. The researcher now turns into an examination of these.

1.4.2 The situational perspective to career decision making

This perspective can be viewed from three approaches. These three approaches, namely, the social approach, the economic approach and chance, will be dealt with separately at first. Thereafter the interdependence of these factors will be examined and explained from the South African perspective.

1.4.2.1 The sociological perspective

This approach stresses that social factors outside the individual are important determinants of career choice. A person is, according to this approach, steered by social factors toward an occupational role that matches his or her social status (Sewell & Shah in Osipow 1973; Osuji 1976).

The individual's social environment comprising the social class, the values in the home, the models available and identified with, are some of the factors that influence career choice.

Sewell and Shah (Osipow 1973:240-241) and Osuji (1976:142), maintain that social class influences parental attitude towards education and occupations and further determines the capability of providing educational opportunities and that social class is directly linked to the time at which a person commits himself to a career. Often, children from economically underdeveloped countries (Sewell & Shah in Osipow 1973:240-241; Osuji 1976:142) and children from low socio-economic status families and big families (Rehberg & Westby in Schulenberg, Vondracek & Crouter 1984:134), rarely go beyond high school, they tend to have lower educational aspirations, attain less education, make a career choice at a very early age and tend to achieve lower occupational status, while children from higher socio-economic status families are likely to aspire to the most prestigious and rewarding occupational positions (Auster & Auster 1981:253; Sandberg, Erhardt, Mellins, Ince & Meyer-Bahlburg 1987:665).

At the heart of social factors is the family. Using the psychological and sociological perspectives as its building blocks, the family systems theorists (Bratcher 1982; Friesen 1986; Nwanchuku 1992) present a way of looking at the family as a unit. According to this approach, the family is viewed as a system in which each member affects and is affected by others. As a system, the family operates within a set of principles and rules that allow for constancy and predictability. There are also family rules and myths that influence the establishment and maintenance of family roles and their beliefs, values and traditions.

These rules, principles, myths, beliefs, values and traditions lead to the tendency of families to always thrive to maintain balance as well as to provide or limit access to sources of emotional gratification if the above are not complied with (Bratcher 1982; Friesen 1986).

According to Bratcher (1982:89-90), these rules, boundaries and balance are the most systematic issues that affect one's choice of a career. He is of the opinion that if the family has provided boundaries that allow for easy movement and encourage personal autonomy, it will be relatively easy for the individual to move away from the family, enough to become an independent person.

The importance of family dynamics for career choice has been highlighted by Eigen, Hartman and Hartman (1987). In their study (1987:92-93), they found that adolescents develop an ability to make career decisions in two different kinds of systems:

- (a) in a flexible structure accompanied by emotional attachments or an authoritarian structure accompanied by an emotional bonding pattern that permits individual freedom.
- (b) in a family system that is either too light or too loose.

In the former, the family interaction fosters early, stable decision making while the latter system results in delayed decision making. These authors maintain that strict rules accompanied by high levels of attachment prevent individuation while too few rules accompanied by lack of emotional attachment may lead to premature separation without guidance to enable effective decision making.

A family member's career decisions and chances for development are therefore opened or limited by the family. Also, the family, through intentional and unintentional activities, roles and expectations, influences a member's career decisions (Bratcher 1982:90; Friesen 1982:93). Parental traditional values, societal rating of occupations on prestige grounds, family stereotyping of occupations for male and female children, religious convictions and personal values all exert a noticeable influence on the choices of their offspring (Denga 1988:32-38)

Family dynamics therefore strongly influence how a person constructs and discovers meaning in the world, and may lead to the subordination of individuation and personal needs (Nwanchuku 1992).

How the family influences career development and choice will be dealt with further in a subsequent chapter.

The researcher will now examine how economic factors as part of the situational approach, affect career choice.

1.4.2.2 **Economic theories** of vocational choice suggest that pure economics influences the choice of an occupation by determining the affordability of education, which in turn determines the age at which a person should terminate his schooling and enter the job market. These factors have already been mentioned in paragraph 1.3.2.2 above. The researcher will now turn to the examination of chance factors.

1.4.2.3 The proponents of **chance** factors as important factors advocate chance as a primary career determinant. They propose that being in the right place at the right time has more to do with vocational decisions people make than systematic planning and counselling (Miller & Form 1951; Caplow 1954; Nagel 1961; Bandura 1982).

Chance factors are defined as fortuitous, unplanned, unpredicted events which affect a person's vocational choices (Crites 1969: 80). Unlike contingency factors, chance factors are unpredictable and unanticipated. Miller and Form (1951:662) agree that it is the compounding of various experiences and influences which finally crystallises into a wish for a certain occupation. They go on to say that chance experiences undoubtedly explain the process by which most occupational choices are made. This conclusion was made after a study which they conducted among young people where they found that the youth experienced a vast amount of floundering and that chance experiences appeared to affect their career choices more than anything else.

These analysts further argue that the accident of birth establishes family, race, nationality, social class, residential district, and to a great extent, educational and cultural opportunities, which in turn influence the choice of a career. They observe that the family and its status provide rather definite boundaries within which an individual will observe the work activities and participate in work life. The status expectations of family members, relatives and friends profoundly shapes the choice of a career goal.

While the researcher does not agree that chance factors alone can determine choice, she does support the idea of being at the right place at the right time but wants to add that grabbing the opportunity must also depend on whether the person had an idea of what he wanted at the time the opportunity availed itself and whether he was able to grab it.

To illustrate the interdependence of the situational factors, the researcher would like to use the South African situation:

Past governmental practices, for example job reservation, racially-based education, and so on and the present policies of, for example, affirmative action, the opening up of public schools to all races, scrapping of the Group Areas Act, present good examples of situational factors that impact on career choice.

While past policies favoured a small sector of the population, namely, the white population, the present policies seek to redress past malpractices and inequalities and to open up opportunities that were previously unknown or inaccessible to other population groups. While job reservation was previously the order of the day, political changes have ensured that this is no longer the case. Affirmative action, provided it is appropriately applied, has afforded equal opportunities to all racial groups. Good quality schooling, although still not affordable to the majority of the country's population, is not the preserve of only a small minority. Many people have made use of these changes, but to what extent the rest of the population has been able to do so, is a subject for research and is beyond the scope of this study. However, for those who were correctly placed, these opportunities were eagerly used and continue to be exploited. There has been an observable increase of blacks in managerial positions both male and female, and an increase of black students in previously white universities. This surely augers well for the future of the country and is also an indication of the importance of exploiting chance factors for career choice.

The personal perspective and the situational perspective, above, have argued for factors influencing choice and have not explained how a person arrives at this important decision. The following paragraph is an exploration of this aspect.

1.4.3 THE DEVELOPMENTAL APPROACH TO CAREER DECISION MAKING

The term career development refers to a lifelong process in which the individual finds himself facing work-related tasks in a particular sequence (Langley, Du Toit & Herbst 1996:2). The tasks include the preparatory phases for admission to a particular occupation, entry to the occupation, progress therein, possible change of occupation, and eventual retirement from the world of work (Langley et al 1996:2; Super 1980:186-189).

Different views on what career development actually involves led to the development of various career development theories, which have in common the notion that career choice is a culmination of a developmental process commencing in childhood, during which time the child gets to know himself and culminating in the choice of a career after years of self-exploration and occupational exploration.

Theorists such as Ginzberg et al. (1951), Super (1953, 1957, 1980), Crites (1969), Tiedeman & O'Hara (1963), Krumboltz (1979), Gottfredson (1981) and Pryor (1985), to mention a few, agree that career choice is a developmental process but they are not in agreement as to the exact time of commencement of career awareness or of the time the first choice is made and implemented.

Career development theories emphasise the fact that career development is a long process during which time the individual has to master various developmental tasks during consecutive stages of life before he can progress effectively to the next stage of development. These stages as outlined by Ginzberg et al. (1951:60-96), Super (1953:189-190) are:

- (a) The fantasy stage, characterised by the choice of a career in terms of how much pleasure it can give,
- (b) The tentative stage, characterised by the choice of occupations by the older child in terms of his interest, likes and dislikes, capacity and values.
- (c) Exploration of possible career opportunities in terms of their ability to meet the needs, interests, abilities and values of the individual and in terms of the basic characteristics of each career (Ginzberg et al. 1951:95; Tversky 1972:281; Gati 1986:48).

During this stage, all careers that appear to meet the individual's characteristics are explored while those that appear to be unsuitable are eliminated. Often, a person is unable to find a career that meets his specifications and chooses another that seems to be the next best option, thus compromising his personal attributes (Ginzberg et al. 1951:27; Super 1953:186-189; Tversky 1972:281; Krumboltz 1979; Gottfredson 1981:549; Gati 1986:408-409).

- (d) The process of career exploration, incorporating self-exploration (Ginzberg et al. 1951; Super 1953, 1957), the exploration of the employment scene – exploring available job opportunities and considering new ways to create work (Tiedeman 1961), comparing different jobs on the basis of the individual characteristics (Tversky 1972; Gati 1986), culminates in the choice of the first career, which is by no means an end of the process (Super 1957) as the individual continues to explore and develop until he reaches retirement. The individual's basis for choice is his nature, the social opportunities and personal inclinations. These should be adapted to changing natural circumstances. Flexibility is therefore necessary (Miller, Tiedeman & Tiedeman, 1979:310) so as to ensure that changes that occur in individual and social circumstances are taken advantage of.

The process of exploration that a young person engages in therefore culminates in the individual's readiness to commit himself or herself to a particular career path. Preparations for further education and training are pointers to the direction that a young person wishes to follow.

The foregoing preliminary review of literature revealed a vast number of factors associated with career decision making. These factors range from personal factors which emphasise the importance of self-knowledge, and external factors, which emphasise the exploration of external factors like available and possible career opportunities.

Self-knowledge and career knowledge therefore appear to be the cornerstones for informed career choice. The acquisition of self-knowledge and career knowledge has been found to be a developmental process, the absence of which can lead to wrong choices. How the above are acquired and the extent of their influence for career choice will be explored further in Chapter 2.

1.5 FORMULATION OF THE PROBLEM

The foregoing discussion has shown the importance of knowing oneself and of having knowledge about the world of work before a person can be able to make a choice. It has also revealed that choosing a career follows various progressive steps and stages comprising the exploration of oneself in terms of one's abilities, interests, values, needs, and personality and identity formation, then the exploration of the world of work evaluated in terms of one's attributes, making preliminary choices, exploring these further and finally choosing the one that best fits one's personal characteristics and in some instances taking advantage of changing circumstances.

Although there are various ways in which a person can get information about himself and about careers, the family and the school, being the place where the child spends most of his growing years, are central to the acquisition of both self and career knowledge. It is in these institutions that the child is able to get to know who he is and what he is capable of.

As primary educators and as people belonging to certain cultural groups, the family members, parents in particular, have certain views and beliefs, certain ways of bringing up the young and of interacting with each other that are engraved in the child's mind and which influence his daily actions. The family's influence, both intentional and unintentional affects the manner of thinking and conduct of its members, and has a decisive influence on the eventual career choices made by the children.

The school, as a secondary education and socialising agent extends the values and beliefs laid at home. The curriculum taught at school also mirrors the community's beliefs, values and needs. It also widens or limits the child's chances of entering into certain careers by including or excluding certain subjects.

Past South African history has revealed a tendency among black parents and black children to choose careers in the social services sector and a need to be of service to others. Those parents and children valuing status and money, while still choosing careers in the social service sector, opted for careers in medicine and law. In most cases there was a subordination of personal needs to the greater cause of the family.

The absence of guidance about subject choices and career opportunities, the limited subject options to choose from, poor school facilities, job reservation, lack of models for different occupations, the negative attitude about technical education and the promotion of white collar jobs, all contributed to a limited range of careers for black school leavers in the past.

Following the first democratic elections in the country in 1994, much more scope has been opened up in terms of school facilities, guidance facilities and career opportunities.

In the light of the above, this study will seek to find answers to the following questions:

- (a) To what extent are the school leavers ready to make career choices at the time they leave school and how do they arrive at career readiness?
- (b) What role do the parents play in preparing their children for career choices and in the chosen careers?
- (c) What role do schools play in preparing learners to make career choices and in the final choice?
- (d) What other factors are at play in career decision-making?
- (e) Is there a discernable shift in career aspirations from past tendencies following the opening up of careers?

1.6. DEMARCATON OF STUDY

1.6.1 General demarcation

The study will be conducted on a group of learners in the Northern region of the Eastern Cape Department of Education who will be leaving high school in 1997. Guidance teachers in the selected schools and Support Services Personnel in the region will also form part of the study.

1.6.2 Specific demarcation

1.6.2.1 Geographical Area

The investigation will be conducted in the Northern Region of the Education Department of the Eastern Cape Province.

1.6.2.2 Language

The sample will consist of both English speaking and English and Xhosa speaking learners. All learners will have English as a medium of instruction.

1.6.2.3 Race

Black learners will constitute the sample.

1.6.2.4 Sex

Girls and boys will be part of the study.

1.6.2.5 **Grade**

Grade 11 and Grade 12 learners will be part of the investigation.

1.6.3 **Method of research**

This study rests on two pillars. On the one hand, a study of literature will be undertaken with a view to finding out how an individual arrives at a decision to follow a particular career path. A variety of influencing factors will also be investigated. On the other hand, an empirical study will be undertaken to find out how individual differences and extraneous factors, in particular the family system and the secondary education milieu affect career choice.

The method of research that will be used in this study will be the casual-comparative or ex post facto method. The study will be descriptive in nature.

The research will assume the form of an idiographic study. Means of gathering the data will consist of questionnaires administered to learners and educators. General questionnaires will be used to gather general information about the learners, their socio-economic status, parents' child-rearing practices, the secondary education milieu and the learners' interests, values and career plans. The career development questionnaire will then be used to ascertain the level of career readiness of the learners at the end of Grade 12.

Another general questionnaire will be used to assess the availability and effectiveness of career guidance services in schools and will be issued to guidance teachers.

An interview schedule will be used with the Educational Support Services personnel with a view to ascertaining the nature, scope and effectiveness of their services.

It is hoped that the above instruments will enable the researcher to gather the following data:

- (a) child-rearing practices (parent-child relations and socialisation)
- (b) the role of parents in their offspring's schooling
- (c) influence of parents in career choice
- (d) school circumstances in particular school curricula, guidance and counselling services
- (e) socio-economic status of learners and how this facilitates preparation for career decision making
- (f) career readiness
- (g) current trends, field of study, careers aspired to and contributing factors
- (h) general preparation of learners in the region
- (i) other influencing factors

1.7 AIMS OF THE STUDY

1.7.1 General aims

The study will seek to gain an understanding of how learners in the Eastern Cape schools of the Northern region arrive at their career choices.

1.7.2 Specific aims

The study will:

- (a) seek to gain an understanding of how family circumstances influence career development and choice;
- (b) examine the ways in which the school influences career development and choice, in particular, how the curriculum structure, subject choice and career guidance services, influence career decisions;
- (c) examine the level of career development and maturity of learners at the time when they have to leave school;
- (d) examine the availability and effectiveness of career guidance services provided by the Education Support Service in the Eastern Cape schools of the Northern Regions;
- (e) examine the learners' career aspirations in order to determine the current trends.

1.8 EXPLANATION OF CONCEPTS

1.8.1 The family

The general understanding of a family is that it is a unit comprising mother and father and natural children and perhaps grandchildren. This is the common type of family. However, today, with the ever increasing divorce rate and with many teenage pregnancies, the family system has assumed another dimension with both men and women opting to raise their children single-handedly.

In black rural areas, the family takes another meaning too. The most common type here is the extended family, which consists of the married couple, their children, grandchildren and a number of other relatives who may share a common domicile or live in separate homes but still maintain close ties with each other. Basic to this type of family is the belief that the individual is always secondary to the welfare of the family unit.

In most developed countries, the nuclear family, comprising the husband, wife and natural children has gradually replaced the traditional family. In this family, the desires of the individual take precedence over those of the family.

In this study, the family shall be referring to both the extended type of family and the modern family institutions of single parents and nuclear family.

1.8.2 Black learners

The term black in the South African context has assumed different meanings. At various points it has meant traditionally black African people of South Africa, for example, Xhosas, Zulus and so on, while at some other time, it has also included other people of colour like Indians and Coloureds. In this study, black assumes the traditional meaning.

1.8.3 Interest

Literature reveals that the concept interest is multi-faceted in that it involves various aspects of a person's personality, for example, a person's value system, needs, abilities, self-concept, and so on (Jacobs 1985:80-81). In examining this aspect in this study, the multi-faceted composition of interest will be examined. The value system and needs of the learners will be examined with a view to establishing how they influence the learners' career preferences.

1.9 PROGRAMME OF THE STUDY

Chapter 1 was an attempt to analyse the problem and to formulate the aims of the study.

In Chapter 2 the development of choice will be explored. This exploration will focus mainly on the acquisition of self-knowledge and career knowledge as the building blocks of career choice.

Chapter 3 will look into how the family influences the development of career choice.

In Chapter 4, school influences on the development of career choice will be examined.

Chapter 5 will set forth the empirical research design. The method of research and exploration media will be outlined.

In Chapter 6, the results of the empirical investigation will be presented. Data will be analysed.

In Chapter 7 conclusions and recommendations will be made.

CHAPTER 2

SELF-KNOWLEDGE AND OCCUPATIONAL KNOWLEDGE AS PREREQUISITES FOR CAREER READINESS

2.1 INTRODUCTION

Career choice has been revealed to be the culmination of a long process spanning childhood up to adolescent years (Ginzberg et al. 1951; Super 1953). Career readiness, however, differs from person to person. In general, late adolescence is a critical stage for committing oneself to a career path. This is the stage during which the young person is called upon to make a choice about what he wants to do in life. Characteristic of this period is the individual's decision to look for a job or to make preparations for further training that will enable him to attain his goal.

Making a decision, however, is a difficult process. It is made difficult by the numerous options that are open to the person as well as their requirements in terms of skills and experience required and which the school leaver does not possess. Further, the cost of further education and training may serve as a deterrent in the choice of many careers. Often, a person lacks information about what is available and what is required of him. This, coupled with environmental pressures makes the decision even more difficult.

For the above reasons, it is important that the individual is equipped to make decisions about this career. To enable the person to make a sound decision, knowledge about personal attributes and knowledge about the world of work is necessary. These two aspects will now be examined.

2.2 **SELF-KNOWLEDGE AS A PREREQUISITE FOR CAREER CHOICE**

Self-knowledge refers to knowledge of one's abilities, aptitudes, interests, personality, longings and shortcomings. In other words, in order to know himself, a person must be able to answer the questions:

Who am I?

What kind of person am I?

What are my likes and dislikes?

What can I do or not do?

Questions like these enable the child to understand himself. In order to arrive at this understanding, the child must interpret these in different areas and circumstances and through different roles that he plays when growing up (Super 1957:282; Oosthuizen, Petrick & Wiechers 1990:21).

The acquisition of self-knowledge occurs throughout the person's life and in particular during the child's school career, especially during the secondary school phase, through awareness, exploration and personalisation (Oosthuizen et al 1990:32-33). It is during the growing years that a child develops a sense of who he is. In other words the formation of an identity occurs and it is this identity that steers him towards certain directions, including the choice of a career.

2.2.1 **Identity formation as a cornerstone for self-knowledge**

Josselson (1987:10) defines identity as the stable, consistent and reliable sense of who one is and what one stands for in the world. It integrates one's meaning of oneself and one's meaning of others; it provides a match between what one regards as central to oneself and how one is viewed by significant others in one's life.

In order for a person to finally define who she or he is, a process of identity formation is gone through.

Oosthuizen et al (1990:21) define identity formation as the educational event which enables the child to eventually answer the question "Who am I", until he reaches self-actualisation. In other words, identity formation is a process which occurs throughout the child's development until he is able to know who he is.

Josselson (1990:11-13) maintains that the process of identity formation takes place throughout the life cycle, beginning just after birth as we gradually become aware that we have a self and continues until old age.

She (1990:12) views identity formation as an assembling of a jigsaw puzzle in which a person has somewhat different pieces to fit together - natural talent, intelligence, social class, physical attractiveness, genetic aspects of temperament, physical limitations, early deprivation and traumatic experience.

It is therefore a dynamic fitting together of parts of the personality with the realities of the social world so that a person has a sense both of internal coherence and meaningful relatedness to the real world.

The child forms concepts of himself in his association with others especially his educators. As he grows, he forms a whole set of self-concepts which become integrated and through which he is able to form an identity.

In forming the identity, the child becomes involved with people, things and himself; assigns meanings to and experiences his own potential. The strength of his involvement, his significance attribution and experience, the development of his potential, his conative life and the norms he subscribes to, all contribute to the formation of the identity (Vrey 1979: 28-42).

Self-identity develops and becomes quite stable during adolescence (Vrey 1979:45; Dusek 1987:28) and the adolescent is able to move into adulthood with a firm identity.

A well-developed identity gives one a sense of one's strengths and uniqueness while a less developed identity results in one not being able to define strengths and weaknesses and not having a well-articulated sense of self (Galinsky & Fast 1966:89; Dusek 1987:28). A child who has established an identity will adopt realistic standpoints such as I can or I cannot, I want to or I do not want to, I am or I am not, I shall or I shall not and so on, and then act accordingly (Oosthuizen & Petrick 1990:21). It is the child who has arrived at a realistic self-definition who is able to actualise this defined self. This is possible because he has clearly demarcated limits for his essential self and can adapt, negotiate and even compromise within these limits. He is therefore able to actualise himself.

Identity is also a way of preserving the continuity of the self, linking the past and the present. If the identity is not fully established, identity diffusion takes place. The child is unsure of who he or she is and unrealistic about what he can, wants to and ought to become (Oosthuizen & Petrick 1990:22). He or she feels at the mercy of parts of the self, impulses, memories and traits that do not add up or feel coherently connected to a core self (Josselson 1990:10). In this state, one is unable to commit oneself to an ideological stance and subsequently to a career as he is continually besieged by questions of who he is and what he can do (Galinsky & Fast 1966:92).

2.2.1.1 **Involvement, significance attribution and experience as prerequisites for identity formation**

Involvement, attribution of meaning and experience are essential for the whole process of identity formation. Involvement is characterised by purposeful effort in order to achieve, to overcome obstacles and to solve problems. The individual is consciously engaged in knowing and orientating himself and is helped, guided and supported by educators in his efforts to get to know himself (Vrey 1979:28).

The above definition essentially means that a person is an active participant in the act of getting to know himself and that identity formation is a process of learning in which the child is involved as he grows up. It is a process of learning during which the child progressively orients himself in regard to people, objects, ideas and himself (Vrey 1979:37).

The child on the way to adulthood must also be able to attribute meaning. He can make progress only if he recognises, knows and understands and is capable of action (Vrey 1979:28). The child assigns meaning in order to orientate himself to his environment. He is only able to act on his environment on the basis of this understanding.

A person can only actualise himself if he knows, understands and can take action. Forming a career identity entails understanding oneself in terms of a variety of constructs and phenomena such as intelligence, aptitude, occupations, economic style and training (Oosthuizen et al 1990:29). It is on the basis of this understanding that a person can take action.

During the process of identity formation, the child, who gets involved and assigns meaning to people, objects, ideas and events, becomes personally affected by his involvement and his attribution of meaning. In other words, he experiences within himself feelings of, for example, love, joy, sadness, humiliation, acceptance, rejection, and so on. What the person experiences subjectively during the process determines further action. It is only when the person comprehends himself in terms of his own emotions that proper identity formation can take place.

Involvement, significance attribution and experience are therefore essential for identity formation, which in turn is essential for self-actualisation. Self-identity formation and career-identity formation therefore presuppose that the person has been involved, has assigned meaning and understands his own emotions. Action taken in the form of choosing a career therefore means that a person has formed an identity and it is this identity that he seeks to actualise in his chosen career.

In the course of becoming, as a person proceeds via involvement, attribution of meaning and experience, he arrives not only at an identity concept but also at conceptions of who he thinks he is. These conceptions concern the body as a concrete object and also his ideas about his physical and psychological self.

The child on the road to adulthood pursues a definite identity. The identity that the child seeks and wishes to become, is an identity that is highly esteemed and accepted by himself and others. This implies that the identity formed is, of necessity, evaluated against individual, subjective standards which are established in relation to others (Jacobs et al 1985:113). This evaluated self is known as the self-concept.

2.2.1.2 **Formation of the self-concept**

Vrey (1979:42) defines the self-concept as a configuration of convictions concerning oneself and attitudes toward oneself, that is dynamic and of which one normally is aware or may become aware. The self-concept is a learned perception which is subject to environmental rewards and punishments as well as cognitive evaluations (Dusek 1987:369). It is always highly significant to the person as it is the way in which he knows himself (Jacobs et al 1985:113). It comprises three mutually dependent components, namely, identity, action and self-esteem. As positive reinforcements to the individual are increased, the self-concept grows in esteem. The converse is true.

The positive and negative reinforcement that a person receives from significant others in his environment helps the individual to become aware of the limits of his or her competencies. The future behaviour and actions of the individual are then based on the perception that he forms of himself in terms of how he thinks others see him. This may be a realistic or unrealistic perception.

While a realistic self-concept reflects an accurate view of competencies, an unrealistically high or low self-concept reflects an unrealistic assessment of competencies. The ideal self which a person creates for himself, which can be too low or too high may create problems for the person. Too high an ideal self-concept may lead to frustration because competencies do not measure up to expectations and too low an ideal self-concept may lead to self-denigration and an unwillingness to attempt to obtain goals that would otherwise be within the individual's reach.

It is important therefore that an appropriate match develops between the ideal and real self-concept so that the individual has a positive and appropriate view of the self and is able to actualise himself. The self-concept is an important determinant of self-actualisation. How a person views himself as against his esteemed and significant others determines his behaviour and predicts activities in which one will engage oneself. Choosing a career is one of the many actions that are influenced by the self-concept as formation of a career identity depends on the formation of a self-identity which incorporates the person's conceptions of himself and upon which the person bases his future actions.

Career identity formation is not a one-off process but is a process of learning which culminates in the person being able to make a choice. This process also occurs within a cultural context. This is so for all people. Blacks in South Africa are no exception. They therefore develop an identity of their own which is actualised in careers.

2.2.1.3

The African Identity

Murphy (1966), cited in Vrey (1979:45) maintains that identification takes place when a person perceives himself in accordance with others and acts accordingly.

This single statement sums up the identity of the African, hereafter called, black child.

The formation of an identity of the black child like that of any child occurs in a cultural context. The black child has in the past, belonged to the whole community and not just his family. All the people in the community upheld community values, standards, norms and they helped each other, not only in bringing up the children and instilling discipline, but also economically and no family would be found wanting for lack of a breadwinner. These communal values were inculcated in the young who grew up knowing that it is selfish to pursue your own happiness and fulfillment while your neighbour is suffering. The helping attitude and the subordination of the self was therefore etched in the minds of the children.

As culture is dynamic and as one of the sequels to westernisation and urbanisation, some of these values changed. But in rural areas, some of these principles are still upheld.

The African identity (self) therefore developed along the above lines.

Vrey (1979:13) defines the self as the person as he know himself. It is the Gestalt of what a person calls his own, including his system of ideas, attitudes values and whatever he commits himself to. The self is the individual's total subjective environment, the centre of experience and learning.

The black child has always known himself in terms of his community and culture. The identity that developed used to mirror the ideals of his culture and the way the self evolved was determined to a great extent by his cultural affiliation (Mwamwenda 1995:423).

Mwamwenda (1995:421) suggests that the identity or self of the black person can best be understood in terms of the African personality, which can be characterised as follows:

- * It is fundamentally emotional and demonstrative and finds expression in the most intensive medium as reflected in bodily rhythm when engaged in a dance.
- * It is compliant to the dictates of a community to which a person commits his life security. The person lives and thinks in the context of a community and his social behaviour is guided by the interests and sanctions of his society.
- * It has a distinct tendency to lean towards dependency rather than independence. The societal system operates with the objective of assimilating an individual rather than enhancing his personal freedom and independence.

The African self as described above, perhaps explains why most black school-leavers in the past chose careers in the social services. In keeping with the African personality, this sector provided an avenue for the expression of their personal characteristics.

An examination of the western culture revealed that great importance is attached to being independent of others and on being able to discover one's own special attributes. The self is perceived as being separate, autonomous and interested in personal independence. The African self, on the other hand, is that of interdependence, with emphasis on interconnectedness and relatedness (Mwamwenda 1995:424).

Seen in this way, the black self becomes more meaningful and complete when it is cast in the appropriate social relationship. Acting in harmony with other people's wishes and expectations rather than in terms of personal wishes, is therefore fundamental to this self.

It is common therefore to hear the following opening line to the question of what a child wants to do when he leave school: "My parents want me to be" and very few children object to their parents' expectations and aspirations.

As has been pointed out before, culture is dynamic and with this follows changes in people's views, values, interests, ideas and expectations. However, being the most stable and permanent of all personal characteristics, the personality does not change. One wonders to what extent, the communal self or identity led to frustration in many black people and to what extent the exposure to different cultures is causing inner conflict in young children, who are between following what they want and what parents expect of them.

The above exploration was an exploration of the African self in general. The researcher would also like to briefly highlight the differences between the male identity and the female identity within the black cultural context.

2.2.1.4 **The traditional identity of a black child and its relationship to career choice**

History has shown that in many countries, irrespective of civilisation, men have always been providers and women have always been homemakers. Black cultures have perpetuated these roles for years and to prove his manhood, a man had to provide for his family in the olden days by having a lot of cattle and sheep and having more than one wife and lots of children. This was important as it was a symbol of his virility. Women, on the other hand had to serve their men and not question the men's decisions. Their role was to bring up children and to look after the men. The typical rural woman still has to cook on open fires for all three meals, this process requiring her to crouch down; walks great distances to draw water from springs and rivers, cuts firewood from forests and cultivates family crops. Women in typical African villages endure hard labour without complaining for up to 14 hours a day.

As Kantai (in Carter 1980:24) aptly puts it; "The woman of rural Africa leads a very hard life. The image of a prematurely aged woman trudging up the hill, bent double under a load of firewood, or walking several miles through the bush with a heavy earthenware pot on her head and a toddler on her back, is almost universal ... One of the saddest aspects of the disadvantaged condition that rural women find themselves in is their own unconscious conspiracy with the menfolk to belittle their role and underrate their contribution to society. Condemned traditionally to a low social status, and with no right to an equal say in family or village affairs, a woman is loath to step out of line. Indeed, it would hardly occur to her, for it might lead to rejection by husband and family, and thereby the loss of what little status she does enjoy ..."

While the advent of western civilisation and Christianity, followed by a condemnation of the black cultural practices occurred subsequent to the arrival of whites in the African countries led to changes in cultural practices and introduced blacks to schooling, things did not progress smoothly. At first, male children were sent to school and parents refused to send their female children to school because they saw this as a waste of time because the girls would get married and all the money and time spent on education would be wasted. Parents therefore encouraged male children to study and kept girls at home teaching them what their female role was. When the time to get married came, the women would marry and would be left at home by men who, because of the westernisation and industrialisation of the country, had to seek work in urban areas. Women therefore had to be in charge of their homes while the husbands were at work. For years, women remained homemakers and only a few girls were encouraged to go to school. For years, the dominant role of the male and the role of a provider was upheld and any attempts to educate a girl were frowned upon. Women therefore continued to be homemakers who unquestioningly went through the day-to-day routine of bringing up their young.

Economic difficulties however forced a change. Parents began to realise that girls could bring in money and help ease the economic strain. At the same time girls were expected to remain good homemakers. Girls were sent to school and got education. Some got professional qualifications mostly in the helping professions like teaching and nursing. They had to continue being good homemakers irrespective of whether they were economically active or not. Munene (in Carter 1980:25) observes that although more and more women are being employed in the modern sector, the role of homemaker is still expected. In comparison, women are working longer hours than men. They have to shoulder the burdens of housework and daily care for children, whether employed or not, except in a few isolated cases. This dual role has also been the experience of the researcher and continues to happen in black communities. While traditional rural women still enjoy the support of the (extended) family in rearing their children, the position of the "urban" woman is more difficult and demanding.

It is obvious that whether a woman is rural or urban, the paternalistic society that people are born in favours men. Even those women who take charge of their families during their husbands' absence, have to relinquish their roles when the "head of the family" is around and revert back to their subservient roles.

It is expected that the above impact on future plans and subsequently, career expectations and career attainment of both men and women as they seek to actualise the woman or male image as stereotyped by the black cultural identity.

Furthermore, despite the fact that black women have been working to support their households, their economic contribution to the households is considered to be peripheral to that of men (Preston - White:1988). They have been found to be largely absent from the professions typically identified as masculine (Maesela 1994:5) and hold very traditional views about appropriate roles of women. As a result of their traditional views, they are not likely to aspire to professional careers in those fields labelled masculine (Gurrin & Epps cited in Maesela 1994:6), and are usually found in traditional white-collar jobs reserved for women, for example typist, sales clerk, receptionist, teacher, nurse, and so on. Even these women who are professional are at a disadvantage in their careers as they have heavier investments than men in domestic and parental care and activities. The married professional may be hampered from achieving the full limits of her trained capacities unless she has a co-operative and helpful husband willing to share domestic responsibilities and support her in work outside the home (Oppong, Okali & Houghton 1975:80).

Due to the fact that males have been brought up to believe they are superior to females and they have been encouraged to achieve, they are found in a diversity occupations. Women on the other hand identify with being homemakers and low-achievement and are thus in helping professions and have in the past not aspired to go very far.

The dual role of being a mother and a career woman is still a problem and a woman who asserts herself is frowned upon and men shy away from her despite the fact that they are being sent to the same school and/or Universities as boys. As a consequence of this, girls are being socialised to think that they are lesser beings and must have a man to survive and that it is not right for a woman to achieve and to surpass a male. Women probably find themselves in a double-bind and try to avoid the confusion this state of events creates by choosing sex-appropriate careers thereby continuing to perpetuate the stereotypical behaviour and roles expected of them. Contemporary girls continue to witness these conditions in their homes and communities.

One wonders to what extent the present status of the woman causes confusion among black girls about to finish their school careers and whether the expectations of getting married one day and of having a provider temper with their need to achieve and to choose non-traditional careers. As this is beyond the scope of this study, this aspect will not be explored further. Suffice to say that in the black culture being male is identified with:

- * hard work, achievement, provider, dominance, strength, freedom to explore among other things, while being female is identified with
- * submissiveness, homemaker, weakness, low achievement drive; subservience, gentleness and lately provider and homemaker.

In keeping with the above characteristics, males are encouraged to make the best of their abilities while women are encouraged to go to helping professions and to be supportive and subservient to their husbands. Many women still uphold this role while they are working while men still keep their freedom.

In view of the above, one would expect more women to go to helping professions than males and to aim for low-status careers. Males, on the other hand, even if they go for helping professions, in keeping with the African identity would then be expected to go for high-status, high salary careers in which they wield authority.

2.3 CAREER KNOWLEDGE AS A PREREQUISITE FOR CAREER READINESS AND CHOICE

The world of work is rich and diverse. In this diversity, the youth is afforded the opportunity to actualise himself. But, in order to know which career is suitable, the person must explore the various possibilities open to him. Through this exploration, the person becomes aware of the nature of the career, entry requirements, personal attributes required, educational requirements, and so on.

Career knowledge broadens the horizons for the adolescent as a prospective job seeker. The choice of a career depends on how much a person knows about such a career. This therefore requires that a person also forms a career identity, over and above identity formation which is defined as the congruence into an integrated unit of

- (i) the person's conceptions of himself
- (ii) the stability and continuity of the attributes by which the person knows himself and
- (iii) the commonality of a person's self-conceptions and the conceptions of him by people who are important to him (Vrey 1979:49).

2.3.1 **Career Identity formation**

The formation of a career identity is not separate from the formation of a self-identity. Just as self-identity formation differs in nature and time from person to person, so does career identity formation.

Identifying with career roles depends, among other factors, on the interaction with reliable models in the child's environment. As the child forms an identity in his association with objects, ideas and persons, so does he form an idea of what kind of a person he will be in the future. In forming an identity, the child needs to identify with certain people in his environment. Parents usually play this role and they also fulfill the role of occupational role models with which children identify.-

Career choice can therefore be seen as the implementation of the identity that the child formed in his association with parents and other models in the environment.

In order to form a realistic career identity, the adolescent needs to form certain identities without which a career identity is possible. These identities according to Oosthuizen et al (1985:25-26) are:

- *Self-identity
- *Training identity
- *Economic identity
- *Occupational identity
- *Decision-making identity
- *Employee identity
- *Attitude and norm identity

It is only when a person can fully and truly understand himself in terms of the above identities that a true career identity can be formed and self-actualisation can take place.

The formation of self-identity and career identity, by description, presupposes getting a better understanding of oneself which comes about through intentional involvement of the adult-in-becoming in certain situations. Such involvement leads to certain experiences which may accelerate or impede career decision-making depending on whether they were viewed as positive or negative. The meaning attributed to situations that the child is involved in and his subjective experiences are therefore important for career choice. A brief examination of these aspects follows.

2.3.2 **Phases of career identity formation**

Career identity formation comprises three phases, namely, awareness, exploration and personalisation.

2.3.2.1 **Awareness**

Becoming aware is the start of all cognitive becoming (Jacobs, Patric, Wiechers, van Rensburg & Oosthuizen 1985:199). Awareness is a phase during which a person becomes aware of his environment and of himself or herself in his or her environment. The person therefore conceives self-awareness in the context of his life-world.

In developing a career identity, the child ought to know that he or she has to work in order to survive, that people follow different careers, that different careers require certain attributes and skills, that one's career can provide self-fulfillment or frustration, that there are various possibilities open to him depending on his abilities, interest and so on.

This awareness begins early in the person's life and occurs throughout the child's association with his educators, parents, peers and other social models. Awareness starts as early as young childhood when the child becomes aware of his environment and identifies with people in his environment. He engages in roles in which he sees himself as "mother", "father", "doctor", "teacher", "pilot", "farmer", "lawyer", and so on. It is while playing these roles that a child grows and sees himself in future being engaged in the above careers. Social models are indispensable in the formation of this awareness. As the child grows older, the fantasy choices that he had made are gradually revised and replaced by wiser choices which are tentative in nature and are based on the growing knowledge that the child has about himself—his interests, his likes and dislikes, his needs, his values and his abilities (Super 1953; Ginzberg et al 1957). As the child grows older, he also becomes aware that there are a variety of career opportunities out there which require a variety of attributes from people. This awareness enables him to evaluate his own position and to heighten his awareness thus enabling him to make wiser and informed decisions. Awareness therefore presupposes that the person is actively involved in the act of getting to know himself and getting to know the world of work. It presupposes that the person has an exploratory attitude.

2.3.2.2 **Exploration**

The individual cannot develop the awareness he has acquired unless he explores. The becoming aware period is usually followed by an exploration phase which in turn heightens the child's awareness about himself and the world of work. Exploration involves the individual's search to acquaint himself with the job environment and with his alternatives (Ginzberg et al 1951:95). It involves inquiry into job opportunities through talking to people, reading, checking out new possibilities, visiting potential workplaces, conducting information interviews and thinking about new ways to live (Tiedeman & O'Hara 1963:313).

Exploration is a process of finding out many aspects about the employment scene and eliminating alternatives that will not bring satisfaction or that conflict with various personal factors (Ginzberg et al 1951; Super 1953; Gati 1986). Exploration further enables the individual to narrow down the various possibilities to the environments in which he can best actualise his potential in terms of his personal attributes. This exploration is necessary because various work environments require specific personal attributes and can provide satisfaction to specific personality types (Holland 1959, 1966, 1973a:2-5; Myers 1993:3).

It is only when a person has explored and come to better understand his own potential and limitations, his own needs and aspirations, his own interests and his own abilities and has compared these to various job requirements that he can arrive at a true career identity.

The child who has become aware of and has explored his life-world and himself acquires knowledge previously unknown to him, which may not have personal meaning for him. The personalisation phase is of great importance in helping the child to integrate the knowledge that he has acquired in order to form a final concept of a certain career situation.

2.3.2.3 Personalisation (integration of personal and career knowledge)

This phase involves attempts to integrate the self-knowledge and career knowledge that the child has so that he is able to understand himself or herself within a career situation, draw objective conclusions about himself and take decisions (Jacobs et al 1985:200).

During this phase, preparedness to plan for a future career in view of corresponding personal abilities and limitations as well as available training and work opportunities, become evident. The individual prepares himself for a particular career direction.

It is evident from the foregoing discussion that career readiness depends on the formation of a career identity, of which self-knowledge is indispensable. Further, career readiness implies awareness and exploration of the world of work so as to enable the individual to commit herself.

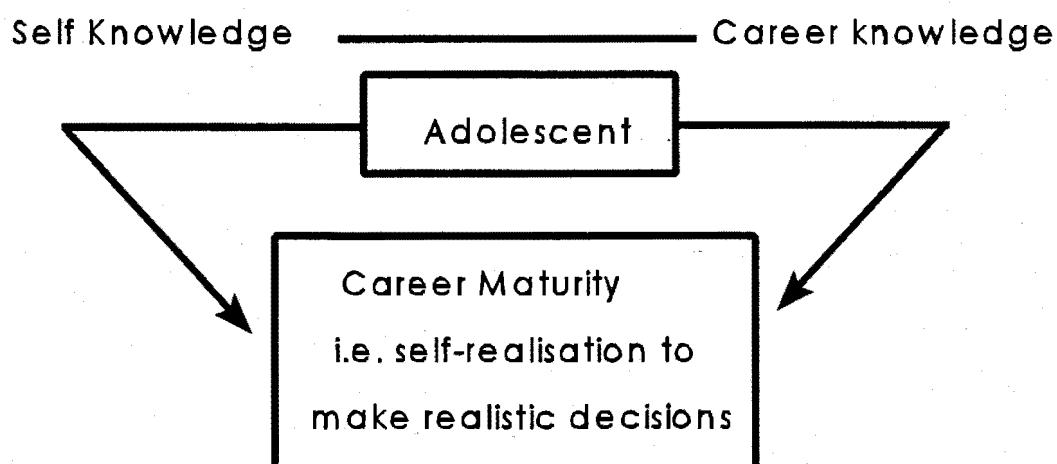
The whole process of career identity formation as outlined above is clearly a long process. It is a developmental process (Ginzberg et al 1951; Super 1953; Gottfredson 1981; Pryor 1985) during which an individual, in association with others (Super 1990:282), learns to do things. Through his involvement, assigning of meaning and experience, the child gradually becomes aware of who he is, what he wants, what he can do and what he ought to become (Vrey 1979; Oosthuizen et al 1990). This he does by exploring himself in his life world in terms of his constructs and also exploring the world of work. It is only if he has been engaged in his growing up and forming an identity that he can be able to commit himself to a particular career path. The actualisation of the individual's potential is therefore clearly dependent on the formation of a sound career identity.

Career readiness and choice thus depends on self-knowledge and career knowledge among other factors. Armed with these two, a person is able to plan his future. Personal analysis and job analysis are necessary before a commitment to a particular career is made. Matching personal information or attributes to career attributes or requirements, is the basis for career choice making. Individuals must therefore gain a full understanding of their personal attributes, including both strengths and weaknesses and a thorough understanding of the conditions of success in given careers, before choosing a career because different personal attributes are necessary and appropriate for certain fields of work (Holland 1959, 1966, 1973a; Myers 1993).

Holland's postulation as discussed in Chapter 1, paragraph 1.4.1 highlights the importance of self-knowledge and knowledge of the world of work. Without these two it does appear that no proper career decision making can take place.

Self-knowledge leads to a realistic attitude towards the future while insight into the world of careers (career knowledge) is also necessary to make a realistic career choice (Gouws & Kruger, 1995:159,164). The integration of self-knowledge and career knowledge leads to an ability to make career-related decisions. When one of the two is lacking an individual cannot be expected to make realistic choices. How self-knowledge and career knowledge can lead to career maturity can be illustrated as follows:

Figure 1: Self-knowledge and career knowledge



However, quite often, by the time that students have to leave school, they are not in a position to make career-related decisions.

Galinsky & Fast (1966:90) suggest that one of the reasons why a person may have difficulties in choosing a career may be that he is suffering from identity difficulties. They (1966:90) cite the following as indications of identity problems:

- * the choice of an occupation that holds no promise of being gratifying. This they see as an avoidant choice based on fear of failure if a desired goal were pursued.
- * choosing a particular occupation in the hope of assuming characteristics that seem to inhere in members of that occupation. What underlines such wishes is the desire to do away with some aspects of character which do not satisfy them or make them anxious.
- * Self-doubts and feelings of unworthiness, resulting from lack of a firm identity. The problem may be expressed as having so many interests that choice is impossible or it may be expressed in the opposite way, as an apparent lack of any enduring interests.

Gouws and Kruger (1995:168) cite the following as reasons why adolescents leave school without making career choices:

- * insufficient self-knowledge and career knowledge;
- * the negative influence of unemployment;
- * exposure to a bewildering variety of stimuli, which confuses them;

- * uncertainty about the future – particularly violence and political unrest;
- * unfulfilled basic needs;
- * unrealistic expectations;
- * overvaluing of social status and material security;
- * refusal to accept responsibility for a career choice and the expectation that parents, teachers and even the peer group will choose the careers;
- * being forced in a particular direction by family tradition;
- * wrong subject choices;
- * not learning or attending school because the child is pessimistic about the future (no jobs, no guarantee that a qualification will secure employment);
- * inability to define clearly defined objectives (particularly for black students as there are few role models to identify with and no knowledge of the family's financial standing).

In her study of career indecision in Kwa-Ndebele youth, Mabena (1994:139-140) found the following factors contributing to the career indecision of the youth:

- * family involvement;
- * school involvement;
- * societal involvement
- * sex
- * availability / non-availability of guidance services in schools.

2.4 SYNOPSIS

The fore-going discussion has revealed the importance of adequate self-knowledge and career knowledge as pre-requisites for career choice.

It has also highlighted the fact that for one to possess the above two cornerstones of choice, he or she needs to have undergone a process of career development through which he established a firm self-identity and through which he also formed a career identity.

Intentional involvement, significance attribution and experience enable a person to become aware of who he is and what his environment can offer. Further exploration results in greater awareness. The ability of a person to integrate the knowledge he/she has about himself and the world of work then enables him or her to choose wisely.

Besides these two factors, which depend on the individual's involvement, there are other external factors that influence choice. Two such factors are the family and the school. The manner and the extent to which these two educational institutions influence career development and choice will be dealt with next.

CHAPTER 3

FAMILY INFLUENCE ON CAREER DEVELOPMENT AND CAREER CHOICE

3.1 INTRODUCTION

Family members and particularly parents are important agents of socialisation. The development in moral thinking, career thinking and self-concept are some of the areas in which the family plays an important role. The parents, because of their long-standing relationship with their offspring, are particularly important. Their impact on career readiness among other things, is quite enormous. It is with this in mind that this chapter will investigate the importance of parents for career development and choice.

3.2 PARENTAL INFLUENCES

The influence of parents on their children and on the development of career awareness and readiness is manifold:

3.2.1 Location of the family in the broader social context

Schulenberg et al. (1984:130) maintain that the location of the family in the broader social context, specifically the socio-economic status and membership of the family, influence the career development process.

3.2.1.1 **Socio-economic status**

Aspects relating to socio-economic status, namely, paternal and maternal educational attainment, family income, paternal and maternal occupational status and such corresponding variables as values, opportunities and parental encouragement, all serve to influence the aspirations and choices of children and youth (Schulenberg et al 1984:130)

Socio-economic status affects people in various ways:

Firstly, socio-economic status determines educational opportunities. Children from higher social classes usually remain in school for longer periods and make good grades. Their achievement is usually influenced by the exposure that they get as young children in the form of toys that are bought for them, in the manner in which the family spends its leisure time, in access to many social models as well as in their access to various sources of information such as libraries, seminars, and so on. All these factors go a long way in enriching the young people's lives and in exposing them to various educational opportunities.

Besides the exposure that the young people get because of their social standing, their social status also ensures that they get better educational opportunities in their schools. Havighurst and Neugarten (Moore 1983:10) Ginzberg, Alexander & McDill (Moore, 1983:15-16; Furlong (1986:369) all concur that the school is a sorting agency and that the teachers are culprits in so far as this sorting takes place. According to the above authors, teachers tend to favour learners from higher social classes and treat those from lower social classes as intellectually homogeneous. Because of their deprived backgrounds, learners from deprived backgrounds are channelled into subjects that are not seen as tough, usually practical subjects which are deemed useful in so far as they ensure employment for the youngsters who are not likely to proceed to higher educational institutions, anyway. The chances of these youngsters are therefore foreclosed.

The social-economic level of a child also influences the child's progress at school to a large extent. As a result of lack of intellectual stimulation at an early age due to the parents' limited resources, the child's progress in school becomes slow. As academic achievement is crucial for entry into institutions of further education and training, these children's chances of gaining entry into aspired courses leading to aspired-to careers, are few and far between.

Socio-economic status is also closely related to career aspiration and career achievement. Studies reveal that children from both high social classes and low social classes are influenced positively by their socio-economic status. With regard to children from higher classes, the need for achievement and self-fulfilment, reign supreme whereas students from lower social classes are driven by a need to avoid poverty. In both cases, students aspire to high prestige and highly paying careers (Osuji 1976:142; Rodman & Voydanof 1978:336). The realisation of the aspirations, however, is highly dependent on the socio-economic status, with children from low social classes usually ending up in much inferior jobs.

Furthermore, in black families, rich or poor, children are encouraged to achieve better than their parents. Although there are limited role models to emulate, children are told that in order to improve their lot economically, they have to attain higher levels of education and occupation. The communal lifestyles of black families also contribute to high aspirations. In these families, children are expected to assist in the maintenance and support, not only of their parents, but also of their younger siblings as soon as they start working. A high status, well-paid job therefore always appears to be the answer, regardless of whether the person will in the end get into the job (Maesela, 1990:66).

3.2.1.2 Another aspect closely related to socio-economic status and determining the career that will be chosen, is the **size of the family**. The size of the family is of particular importance to black families. Traditionally, it has been associated with male virility and has therefore been a status symbol. However, social and economic changes have led to difficulties in maintaining such large families. Consequently, children and quite often male children from such families have had to leave school quite early so as to provide for other family members.

Often, children from big families do not have higher expectations for both education and careers. Needless to say, they also achieve lower occupational status, as professional careers are usually out of reach for them (Schulenberg et al 1984:134). Educational and occupational expectation and achievement therefore vary negatively with socio-economic status and with the size of the family.

3.2.2 Family process variables

Family process variables refer to methods of operations in a particular family. It refers to the characteristics which symbolise or express that family, and include socialisation and sex differences, family interaction patterns and family structure (Schulenberg et al 1984:135). These variables will now be addressed.

3.2.2.1 **Socialisation**

Dusek (1987:109) defines socialisation as the process of learning behaviours within a given culture. It also includes learning the behaviours that are less appropriate. Socialisation refers to the manner in which individuals learn the knowledge and skills required for active participation in society. The parents are the primary agents of socialisation. It is not only the important individuals, for example, parents, siblings, peers and teachers who affect socialisation but also the general cultural setting, the history of the society and socially defined acceptable behaviour.

Among various results into which socialisation leads, is the development of sex-role stereotypes. Sex roles reflect prevailing societal stereotypes for male and female behaviour. These stereotypes exert pressure upon individuals to behave in prescribed ways. These socially designated behaviours are inculcated from a very tender age and have a decisive effect on how a person behaves. Through socialisation, children also learn which careers are appropriate for their sexes. On the strength of these stereotypes, they make sex-appropriate decisions.

Sex-typing leads to the acquisition of the motives, attitudes, values, and behaviours that are regarded by the culture as masculine or feminine. It begins at infancy when children are labelled male or female and are treated differently as a function of the label. The parents and others begin to shape the child's behaviour in accordance with societal expectations for acceptable and expected behaviour for males and females (Dusek 1987:111).

In most cultures, the male role is viewed as an instrumental one. Males are considered to be controlling, independent, assertive, competitive, aggressive and manipulative of the environment. The female role is seen as involving passivity, dependence, nurturance, non-aggressiveness and warmth (Dusek 1987:111).

Sex-role stereotypes are also inculcated in the young child from early childhood in the form of toys deemed to be appropriate for different sexes and in the type of activities boys and girls are encouraged to engaged in. While boys usually engage themselves in activities that provide them with opportunities for exploring a wide range of mathematical and scientific concepts, girls usually involve themselves in home-making activities. These behaviours are rewarded by society and any activity or behaviour that is not sex-appropriate is frowned upon.

During childhood and adolescent years, the individual incorporates those behaviours that are appropriate for his sex. These behaviours become incorporated in the individual's identity. In other words, the person forms an identity of himself or herself which involves a perspective of the self within the context of sex roles (Dusek 1987:112).

It is within the context of these sex roles that a person also chooses a career (Albrecht 1973; Schulenberg et al 1984; Denga 1988; Bell 1989; McRae 1990). But, in Dusek's opinion (1987:115), there is a slow movement to areas that have traditionally been the preserve of the opposite sex, in particular areas that have been traditionally considered not only masculine but desirable. However, continued occupational stereotypes, despite attempts to remove barriers, is reported in the studies of Broverman, Vogel, Broverman, Clarkson and Rosenkrantz (1972); Siegel (1973); Prediger, Noeth and Roth (1974) and Shinar (1975).

Broverman et al (1972:75) observe that women are still perceived as relatively less competent, less objective and less logical than men while men are perceived as lacking interpersonal sensitivity, warmth and expressiveness.

Men and women incorporate both the positive and the negative traits of their appropriate stereotype into their self-concept (Broverman et al 1972:72). Consequently, any attempt by a person to venture out to a field that is not sex-appropriate leads to self-doubt and sex-role conflict, which in turn, paralyses the person into inaction.

Women, in particular, appear to be the victims of sex-typing. This is because parents expect their sons, more frequently than their daughters, to be independent, self-reliant, highly educated, hardworking, ambitious, career-orientated, intelligent and strong willed while they expect their daughters to be kind, unselfish, attractive, loving, well-mannered, have a good marriage and be good mothers McRae (1990:16). The reinforcement of intrinsic and communal values for females and extrinsic and agential values for males, leads to the conflict that most women experience. This conflict manifests itself as early as in the choice of subjects in schools and later in the choice of career fields related to these subjects. Mathematics, Physical Science and Technical subjects and related fields, are a case in point.

It appears, however, that maternal educational and occupational status and paternal educational and occupational status play an important role in changing traditional attitudes and opening new avenues for both males and females. How these two factors help in shedding sex-role stereotypes, will now be examined.

3.2.2.2 **Parental educational and occupational status and career choice**

3.2.2.2.1 **Maternal Influence**

The mother's educational level and occupational status, influence sons and daughters in varying degrees.

With regard to daughters, Schulenberg (et al 1984:137) observe that

- (a) daughters whose mothers work outside the home show a tendency to choose to work outside the home;
- (b) there is a positive correlation between career orientation and departure from traditional feminine roles and maternal employment during childhood and adolescence;
- (c) there is a link between higher prestige vocational aspirations and occupational choice and maternal employment.

These results are confirmed in studies of Huston-Stein & Higgins-Trenk (1979:279-280); Treiman & Terrell; Rosen & Aneshensel; Kutner & Brogan in (Auster & Auster 1981:254-255) and Lavine (1984:659). The positive effect that maternal employment has can be attributed to the fact that the daughter can observe and learn from a working model (Schulenberg et al 1984:137; Dusek 1987:164).

Not only do mothers provide different role models but they also inspire their daughters to choose non-traditional careers through breaking the traditional "homemakers" role. Daughters of black mothers in non-traditional, professional or semi-professional careers, for example exhibit needs for status, competition, persuasion and power. According to their personality profiles the main reason for choosing a career is a tendency for being individualistic (Tangri in Maesela 1993:64). They seek personal satisfaction in careers, tend to be self-sufficient and prefer to make decisions. They are internally motivated rather than externally regulated (Maesela 1990:64)

With regard to sons, a mother's employment status also has a positive influence on the departure from traditional sex-role attitudes. Sons of working mothers perceive smaller differences between women and men on warmth than sons of homemaker mothers. They also view women as competent, a clear shift from the traditional belief (Broverman, Vogel, Broverman, Clarkson & Rosenkratz 1972:74-75).

The educational level of both parents is also related to the choice of a career and to a change of attitude regarding traditional gender roles. The lower the educational level of parents, the more likely it is that a career will be viewed as more suitable for men or women only. This has been found to be the case irrespective of the social class of parents (Albrecht et al 1976:325).

Maternal educational level and occupational status therefore is an important variable in broadening the perspectives of both boys and girls regarding careers.

3.2.2.2.2 **Paternal educational level and occupational status**

The importance of the educational level of both parents has already been outlined above. This section will only look at the importance of the occupational status of the father.

The father's employment status, just like maternal employment, affects career choice through non-traditional socialisation. This aspect is particularly influential if the father enjoys a close relationship with his children. Studies have found that the father's employment and the father-child relationship are interdependent in terms of vocational outcome. Furthermore, these two aspects influence child-rearing practices which are directly influenced by the type of employment a father has (Kohn in Schulenberg 1984:130). In middle-class families, self-direction tends to be valued while conformity takes precedence in working-class families. For daughters, in particular, the father's employment status ensures exposure to traditionally male fields, that of her father, and of her father's associates. If the relationship is close, the influence can be profound.

The influence of the father's occupational level on the career plans of the son has been found to depend on the father's occupation. Father's occupation directly influences the son's education, which in turn influences the son's occupational attainment. Usually paternal occupation is a major component of the family SES and is thus crucial for career development and choice. Openheimer (in Schulenberg 1984:131) found that men in high-status professional, managerial and sales occupations reach their peak earnings about the same time as do financial needs as against working-class fathers, who reach their peak prior the additional family financial needs with the result that they are unable to finance higher education. Needless to say, the higher the better the father's occupations attainment, the better the son's achievement.

3.2.2.2 Adolescent-parent relations

The adolescent grows up in a family setting and relates to his family. The relationship the individual has with his parents is the basis upon which other relations are built, including the manner in which the person relates to himself. A stable adolescent-parent relationship has far reaching effects in so far as exploration, risk-taking, trying out abilities and decision-making are concerned. It affords the person with opportunities to explore himself without fear of rejection, to fight for his rights as he sees them, without fear of retribution or vengeance. On the other hand, an adolescent who feels unloved will suffer guilt feelings and will be afraid to reach out and find himself (Vrey 1979:174).

Effective adolescent-parent relations are the most potent factor in the adolescent's growth to independence. The unconditional acceptance and security from the parents goes a long way in building a stable and solid foundation upon which the child can base his decisions. As adolescence is a very difficult stage during which the young person *en route* to adulthood is on the verge of being an adult and during which he strives for independence, the support of the parents is crucial. A strong foundation for independence is a critical determinant for the adolescent's ability to stand on his own feet and decide what he wants to do with his life. Deciding about which career to follow is one of the areas in which the importance of a sound adolescent-parent relationship becomes evident.

The quality of the relationship between the parents affects the development of the adolescent in many ways. Choosing a career must be seen as the expression of what kind of relationship the adolescent had with his parents, a statement of what kind of person one is as affected by how he related to his parents and how they brought him up, among other things. In other words, the development of the personality and of the self-concept in particular, is greatly affected by the quality of this relationship.

Adolescent-parent relations and its influence on identity development and career choice

The importance of child-parent relations dates back to Roe's (1956) formulation. She writes (1990:70-78): "The pattern of development of interest, attitudes and other personality variables with relatively little or nonspecific genetic control is primarily determined by individual experiences through which involuntary control becomes channelled in particular directions". She further maintains that the differences in people depend on genetic factors and environmental factors and that of these factors, early upbringing and interpersonal relations within the family are the most significant.

According to Roe (1956; 1990) the type and quality of interpersonal relations lead to the development of certain needs and orientations in the individual. These needs and orientations are then expressed in the type of occupation that a person chooses. Furthermore, the quality of the relationship between the child and the parents leads to the development of certain orientations in the person, namely orientation towards persons or orientation not towards persons. In choosing a career, a person will then choose a career that is compatible with his personal orientation. Seen in this way, family atmosphere is a strong determinant of personality development and career choice.

The self-concept, being a component of a person's identity, is also influenced by the relationship between the adolescent and the parents. In the course of becoming, the child comes to know himself in association with others. Parents constitute the single most important factor in this association. Their praise, encouragement, acknowledgment, acceptance of failure, standards, rejection, protectiveness, security, warmth, detachment, and so on, go a long way in affecting the way the young person perceives himself.

As has already been discussed in Chapter 2 (refer to paragraph 2.2.1.2), the self-concept is closely related to the choice of activities that a person engages in, including the choice of a career.

Not only is the quality of the relationship important in developing a certain orientation but it is extremely influential in determining the quality and duration of a child's adolescence through parents' reactions towards their child and their perception of what he is capable of doing or not doing, of achieving or not achieving. Their support or lack of support, their unconditional acceptance of their children, their warmth, their continued encouragement of their offspring even in times of failure, their understanding that the child is still growing up and the recognition of the fact that he has to make mistakes, their age-appropriate demands and expectations and recognition of the fact that children are not the same, all contribute in building the child's esteem and in helping develop a realistic concept of who he is, what he can or cannot achieve, what he wants and does not want.

In other words, parents play a crucial role in helping the young person achieve a self-identity, which is the basis for and influences further behaviour of the adolescent. As deciding on a career depends on the formation of self-identity, it is important that the parents in their dealings with the child help him develop a sound identity so as to enable him to make realistic choices.

The importance of a healthy adolescent-parent relationship for career decision-making is supported in many studies. In their studies, Krieger in (Auster & Auster 1981:256); Goddard and Hall 1976:28; Reschke and Knierim (1987:55), came to the conclusion that the ideal relationship is one characterised by concern and encouragement and that in this kind of relationship, high academic achievement occurs and career readiness is influenced.

Relations with different parents also influence the offspring in various ways:

3.2.2.3.1 **The adolescent-mother relationship**

The influence of the mother for career development and choice can be seen from the perspective of the mother's employment or unemployment status. The employment or unemployment status of the mother can affect the relationship of the mother with her children in various ways.

One of the most widespread changes in society today is the increase in employment of mothers who used to stay at home. Maternal employment may exert positive and negative influences on various aspects of adolescent development. One such aspect in which it may exert an influence is family relations. Being a full-time mother may have a positive and negative effect on the children. In both cases, career development and decision-making can be influenced. But, a working mother appears to influence the relationship and the consequent decisions quite strongly.

When the mother begins to work outside the home, the nature of the family structure and responsibilities change. Children take on more responsibility around the home and mothers spend less time with their children. This usually has far reaching effects for the children's development. They may become adults before they are ready because of the added responsibility. While this might lead to independence in some, it might lead to resentment in others. On the other hand, a working mother might try to compensate for the time spent away from home by spending "quality time" with her children while another may completely neglect her children because of work pressure. Ideally, the mother-child relationship should be one in which the mother feels fulfilled while the children do not feel neglected. In this kind of relationship, the children experience self-control, independence and high achievement. On the other hand, a poor mother-adolescent relationship may lead to resentment, anger, dependence and poor adjustment (Dusek 1987:163).

Both these relationships affect the child's powers of career decision-making. In the former type of relationship, a child might aspire to achieve and surpass the level achieved by the mother while the latter relationship may lead to refusal to make a commitment or to delayed decision-making or even to decisions not to work at all (Dusek 1987:163-65).

Being a full-time mother has its own advantages and disadvantages too. Not working, while one sees the need to work may lead to feelings of resentment on the mother's side which will affect relations with her children adversely. This type of relationship is as negative as the one in which the children are neglected, either because the mother is working or because excessive demands are made on the children who are not ready to assume such responsibility (Dusek 1987:163-165). Contrary to this, a mother who is not working but still feels fulfilled may perpetuate the notion that the mother's place is in the caring professions or in the "kitchen". This might manifest itself in her children, particularly girls, choosing careers which are traditionally female designated (Schulenberg, et al 1984:137).

On the other hand, a mother who is happily employed plays an important role in the choice of non-traditional career. Broverman et al (1972:73) maintain that a person's perception of societal roles and of the self may be influenced by the degree of actual role differentiation that one experiences in one's own family. Maternal employment status is central to the role differentiation that occurs between parents. The working mother provides an alternative role model for girls, who because of her status gain knowledge and attitudes conducive to becoming employed, are orientated to careers and may aspire to higher non-traditional careers (Schulenberg, et al 1984:137).

With regard to the relationship between employed mothers and sons, the review of studies of Banduci (1967) and Hurt (1978) cited by Schulenberg et al (1984:137) reveals a positive relationship between maternal employment and career aspirations of their sons. A good relationship between a mother and a son has been found to lead to higher status career expectations and aspirations.

Secondly, boys with working mothers have been found to have more egalitarian sex-role concepts and to perceive little differences between themselves and girls. A positive relationship between an employed mother and her son is salient for people-orientated vocational expectations (Mortimer 1975 in Schulenberg 1984:138) a clear departure from the traditional masculine careers.

It appears, from the above discussion that working or not working can impact positively or negatively on the offspring's career choices, women's career choices, in particular.

3.2.2.3.2 **The adolescent-father relationship**

With regard to the adolescent-father relationship, this aspect seems to affect females and males differently.

A close relationship between a father and a daughter is closely related to the choice of non-traditional careers (Weitz 1977:145; Auster & Auster 1981:255). Paternal attitude is further associated with the maintenance or furtherance of the attitude that the female child is destined to be married. Depending on the type of relationship that a daughter has with her father and on whether the father still upholds the traditional beliefs about male superiority and female subservience, a female child might be influenced to work outside the home while married or opt for working and not getting married and not working. The father-daughter relationship is therefore particularly important for changing traditional attitudes and opening avenues, particularly careers which have been the preserve of males.

An Oedipal type of hypothesis appears implicit among researchers who have studied paternal influence on women's occupational choice (Auster & Auster, 1981: 255). Standley and Soule (1974:215) report that many women believe that they are their fathers' favourite rather than their mothers' and that their intellectual abilities are prized more by the father. The respected fathers become respected models of career success and the daughters try to follow their examples of accomplishment. The fathers' interest, appreciation of the daughter's intellectual abilities and pride in their daughters' serve as motivating factors. These spur daughters to high levels of achievement and inspire them to strive to follow their fathers' accomplishments (Hennigs; Standley & Soule; Kutner & Brogan in Auster & Auster 1981, 253 - 255).

With regard to the father-son relationship, Kahl (Goodale & Hall 1976:200) highlights a strong relationship between the father's occupational status and the college plans of his son because of the boy's internalisation of his father's get ahead values. The quality of the relationship between the father and the son affects not only the college plans but also the occupational level of the sons. When there is a close relationship between the father and the son, occupational transmission is highest, particularly if the father's occupational status is also high (Mortimer 1974; 1976).

It appears from the above discussion that both adolescent-mother relations and adolescent-father relations are significant for career choice. Furthermore, the relations between mother and daughter and between father and daughter, father and son and mother and son are greatly associated with the kind of career that the young person chooses.

With the increase in the number of single parents as a result of divorce or because many unmarried mothers prefer to bring up their children, some researchers have taken an interest in the career development patterns and career choice of children from these families. This aspect will be examined briefly.

3.2.4.3 **Single parenthood**

Comparatively little research exists about this aspect and vocational outcomes. According to Blau and Duncan, single parenthood has a negative effect on children's education and occupational status.

Schulenberg 1984:135. Schulenberg (1984:135) argues that many factors mediate the influence of single parenthood:

- age of a child when one parent departs if there was more than one parent figure before
- which parent figure is lacking
- whether the parent that is lacking is still peripherally present
- the financial and supportive resources available to the single parent
- whether remarriage occurs and
- whether the departure was due to separation, divorce or death

Each of the above factors or a combination of the factors, may mediate the effects of growing up in a single-parent household on the vocational development process.

These findings were confirmed in the research of Rosenthal in Schulenberg et al (1984:135). In his study, Rosenthal found that males and females from father-absent families perceived their fathers more negatively than those from two-parent families. Further, these children's vocational maturity and aspirations were negatively or adversely affected by the father's absence as they tended to attain less education and consequently lower educational status.

On the contrary, girls who come from mother-only families often have higher career aspirations than those from two-parent families (Gurrin & Epps 1975). Furthermore, women from mother-only families tend to desire high ability employment in unconventional fields as opposed to those in two-parent families.

It would appear then that the non-traditional role played by a mother in these single-parent families has a positive effect on some women, who themselves, through learning from their mothers aspire to prestigious and non-traditional careers. Others, however, are adversely affected by the absence of the father with the result that their career decision-making may be delayed.

Research on this aspect is not in abundance. In the South African context, with so many children born out of wedlock, it would be interesting to find out whether there are similarities and differences in the career development patterns and career choice of children from single-parent and two-parent families.

3.3 **SYNOPSIS**

This chapter has brought the following into light, that:

- * stable parent-child relations have far-reaching effects for career development and choice:
 - a secure and stable relationship serves as a springboard for exploration - an essential factor in forming both self-identity and career identity.
 - parents influence career development and choice jointly and severally. However, a good relationship with both parents impacts positively on attitude formation and aspirations of both girls and boys.
- * the socio-economic status of the family influences career development and choice by determining the number and quality of educational opportunities of the children. Although children, irrespective of their social background, aspire to professional and high status careers, the children from higher classes being influenced by achievement and the ones from lower classes being influenced by the need to avoid poverty, the realisation of the aspirations rests squarely on the ability of the parents to foot the educational bills. Often children from lower classes end up in low-status, low paying careers.
- * family size is inversely proportional to career achievement. The bigger the family the higher the chances that a person will achieve lower occupational status.

- * sex-role stereotypes that result from socialisation can impede career development and choice. However, the educational level and occupational attainment of parents can counter-act this problem, particularly if the children enjoy good relations with their parents. Choosing non-traditional careers depends greatly on this aspect.
- * Single-parenthood also affects choice. However, as research in this area is still scanty, the findings are inconclusive.

It is abundantly clear therefore that the family plays a major role in career development and choice. The role of the school will be examined next.

CHAPTER 4

SCHOOL INFLUENCES ON ADOLESCENT CAREER DEVELOPMENT AND CHOICE

4.1 INTRODUCTION

The school is another one of the major agents of adolescent socialisation. The role it plays in equipping the young person with knowledge and skills necessary for being a productive member of society and for being economically self-reliant in the future, is of critical importance.

The most important function of the school is to educate, which is presumably, a preparation for adulthood. The school also acts as a socialisation agent. The teachers and guidance teachers, in particular, play an important socialisation role. As models of adulthood, they also play an important role in attitude formation.

The school serves two primary functions, namely, maintenance-actualisation and skills training or cultural transmission (Dusek 1987:214). The maintenance-actualisation function of the school is aimed at giving the learner an opportunity to grow socially and emotionally while the latter is aimed at equipping the learner with the skills and knowledge to become an economically independent and productive member of the society. While the maintenance-actualisation function revolves around the notion of enriching the individual's personal, psychological and emotional development, the training-acculturation function helps in channeling people into future educational and career areas and to a large extent, determines the future of each child.

While not underestimating the maintenance-actualisation function of the school, this chapter will emphasise the training-actualisation function as it directly influences the learners' future career pathways.

Schools serve to pass on beliefs and traditions of culture from one generation to another. Learners learn various role expectations by the examples that are set in school and learn to fill these roles by the training they receive in school. The school curriculum is largely responsible for knowledge and skills acquisition, which in turn affect the future and career opportunities of learners. The classroom teacher and the guidance counsellor, by their influence, also affect career aspirations and choices. The importance and the extent of influence exerted by each of the above factors will now be examined.

4.2 THE SCHOOL CURRICULUM

In its narrowest sense, the curriculum of a school comprises the subjects that are offered in the school (Gunter 1974:136). In its wider sense, the curriculum embraces all the planned activities and experiences which are available to the learners under the direction of the school. It lays down the ground to be covered and to some extent the methods to be used for each subject in each year of the school so as to be able to attain pre-determined learning outcomes (Stenhouse 1975:1).

The school has the task of making available to the young a selection of society's intellectual, emotional and technical capital (Stenhouse 1975:6). This it does through bodies of knowledge which are divided into various subjects. However, schools are not able to provide all subjects necessary to transmit the entire culture of our society. They therefore have to select subjects that they offer to learners in their schools.

The subjects offered by a school may be compulsory or optional. The compulsory subjects, generally known as the core curriculum, are done by all learners while other subjects can be chosen at will.

A compulsory core curriculum ensures that all learners acquire a certain knowledge and skills and share certain basic educational experiences. On the other hand, it can be a constraint to learners, particularly when they have to pass the compulsory subjects before they can be awarded the certificates.

Having optional subjects in the curriculum ensures that the diverse needs, capabilities and interests of learners are catered for. However, as differentiation usually starts as early as Standard 6, when most children are in their early adolescence, and adolescence being a stage fraught with many problems and insecurities, a stage when the child is trying to establish a firm identity, one wonders whether the child knows himself or herself well enough to be able to make a wise choice, which in many instances, is irrevocable.

4.2.1 Differentiated Education in South African secondary schools

Grouping in South African schools is as old as the colonisation of the African continent. It has taken various forms under various governments. But, differentiated education, as it is known today, was formerly laid down in the Differentiated Education Report (HSRC, 1972) and came into being in the late seventies. Central to differentiated education, is subject choice. Although this system has changed because of the introduction of curriculum 2005, the participants in this study, who were selected in 1996 were still exposed to the old system. The information presented is therefore as it was in 1996.

Subject choice was based on the notion that, although equal in dignity, children differ as individuals. They differ in their mental and physical capabilities, their emotionality, interests, and personality. Recognition and awareness of these individual differences, together with the country's economic needs, of necessity requires that different individuals pursue different subject fields, sometimes in different educational institutions. This enables children's abilities to be developed to their maximum.

4.2.1.1 **Some principles and techniques of differentiated education**

Because differentiation was based on the principle of individualisation, it took the equality and inequality of learners into account. Provision was made for different types of schools, courses of study, choices of subjects and levels of subjects. Differentiation in the curriculum took two main forms:

(a) **Differentiation based on choice of subjects and courses of study**

In this method, a core group of subjects are prescribed for each learner, but with a further wide choice of direction and subjects of study. These courses of study generally have an academic, technical, commercial, domestic or agricultural orientation.

(b) **Differentiation according to tracks or streams**

This involved the differentiation of subject matter and entailed the classification of learners into homogeneous ability groups, according to achievement or intellectual ability. School subjects could then be studied at higher, middle (standard) or lower level. Although this method made provision for learners of various ability groups to study subjects of their liking, it can be psychologically unjustifiable as it usually results in a label being attached to the learner, and thus adversely affecting the academic self-concept of the affected learners. Needless to say, this has serious repercussions for the self-concept of the child.

4.2.1.2 **The fields of study offered in the curriculum in the northern region**

There were four broad fields of study that could be offered to learners:

- (a) Natural Sciences, which could take the form of double science comprising Physical Science, Biology, Mathematics and Language or Science, comprising Mathematics and Physical science or Mathematics and Biology, plus one or two languages.
- (b) Commerce, which could take the form of secretarial or academic courses. The former was comprised of Language, Typing, Accounting, Business Economics or Economics. The latter was comprised of Languages, Mathematics, Accounting, Business Economics or Economics.

- (c) General, sometimes called Humanities, comprised Languages plus three or four of the following: History, Geography, Biology, Biblical Studies, Agricultural Science, Business Economics or Economics, Home Economics, Needlework and Clothing, Music and Art.
- (d) Technical or Practical field, comprised of Technical Drawing, Woodwork, Metalwork, Mathematics, Physical Science and Trade Theory. This stream is offered at very few schools.

The above were broad specifications of each field but were not adhered to strictly as suggested above in some schools. Each field of study, however, included two official languages, together with at least, half of the remaining subjects, complimenting the field type into which they fall.

4.2.1.3 **Subject grouping and different subject levels**

In order to establish some form of balance in the curriculum, subjects had to be selected from particular subject groupings. Learners, and quite often teachers and parents, made decisions regarding what level a subject may be studied at. Although provisions for studying a subject at lower level were there, subjects were usually studied at higher or advanced level or at standard or middle level. The choice of subject level, coupled with subject grouping, was critical for higher education. This was so because there were stipulations for matric exemption which, in turn, determined the learners' chances of entry into universities, in particular those learners who were going to proceed to these institutions of higher learning.

It was stipulated that for a learner to get exemption and therefore gain access to university (depending on the course), he or she had to pass his first language on higher grade, pass a second language on higher grade, pass in five subjects and get at least 20% on the sixth subject, cover four different groups with the subjects that are passed, pass three subjects on higher grade from three different groups and get a minimum aggregate of 950 marks.

Table 1: Subject groupings in the curriculum - Northern Region 1996

GROUP A	English, Afrikaans, African language or Home Language. (All subjects done on higher grade but with pass in second language being 33,3%)	
GROUP B	Mathematics Higher Grade or Standard Grade	
GROUP C	Natural Sciences	<ul style="list-style-type: none"> - Biology Higher Grade or Standard Grade - Physical Science Higher or Standard Grade
GROUP D	Third Language	<ul style="list-style-type: none"> - African Languages, Afrikaans, French, German, Latin, etc.
GROUP E	Humanities	<ul style="list-style-type: none"> - Biblical Studies Higher / Standard Grade - Geography Higher / Standard Grade - History Higher / Standard Grade
GROUP F	All other subjects, plus Geography if not used in Group E	<ul style="list-style-type: none"> - Accounting Higher / Standard Grade - Agricultural Science Higher / Standard Grade - Business Economics Higher / Standard Grade - Computer Studies Higher / Standard Grade - Geography Higher / Standard Grade - Home Economics Higher / Standard Grade - Technical Drawing Higher / Standard Grade - Typing Standard Grade - Woodwork Standard Grade - Technical subjects Standard Grade

4.3 CURRICULUM CONSTRAINTS

The subject grouping above does not offer a comprehensive list of subjects that could be offered. It sets forth the most common subjects that constituted each group and from which learners could choose.

While the subjects were clearly demarcated, the fact that not all subjects were offered on all levels and the fact that the decision as to the level upon which a subject should be studied, was oftentimes left to the school, inhibited learners' choice. Furthermore, schools themselves could only limit themselves to a small variety of subjects as it was impractical to organise large comprehensive schools. This further limited choice. Other problems that were usually faced by learners were subject setting and compulsory subjects.

Setting allowed different subjects to be taken by learners on different levels which were decided upon by the school and which were offered as blocks of subjects. This was supposedly done to ensure balance of subjects.

A core curriculum was also included in the guise of "curriculum balance" and comprised those subjects that were deemed to be very important and without which the formative value of the learners' curriculum would be greatly lacking if they were excluded. This again inhibited choice.

Besides the above factors, which are institutional factors per se, there are other factors that limited the learners' choices.

4.3.1 Maturational factors

Subject choice is supposedly aimed at helping a person develop his abilities to a maximum. However, subject differentiation, although strictly applied at senior secondary school, started as early as junior secondary school, that is, in standard 6 (now grade 8). This is a crucial entry point for most learners as choice made at this point can be irrevocable for some of them.

While subject differentiation and choice may be seen as a viable means of grouping learners according to their abilities, needs, interests, and so forth, the fact that this crucial stage is embarked upon during the turbulent years of adolescence, when the adolescent is battling to establish a firm identity, makes its justification questionable to some extent. One wonders whether this very important aspect of one's life should not be left until a later stage when learners are more mature and presumably know more about themselves and the world of work, and when the person has a stable emotional make-up and has developed the necessary cognitive skills for effective decision-making.

4.3.2 Gender

There is evidence to the effect that gender attributes play an important role in subject choice (Bell 1989; McRae 1990). These dictate the subject choice of learners. This is particularly the case for females. They are more likely to have their choices compromised and restricted. For instance, the traditionally prestigious subjects in the "academic field" have always been the domain of males and have always been accorded a prestigious status because of their theoretical and abstract subject matter and because of their association with higher achievement and objectivity, while the "non-academic" subjects have always been accorded lower status because of their practically oriented and utilitarian nature. These less objective types of subjects are stereotypically "feminine" and are associated with lower achievement (Schraibman 1990:453-454).

The disproportionate numbers of males and females selecting school subjects have been most obvious in Science and Mathematics. This trend is not only typical of South Africa (Matsebatlela 1980) but is also confirmed in other countries.

In many cases, science is seen as a male pursuit and women's access to it is often blocked deliberately (Schraibman 1990) or by the image of masculinity associated with it. Environmental factors, like the provision of toys and opportunities through which boys and girls can practice various skills, provide bases for the development of certain skills within each gender. For boys, for example, opportunities are provided for the development of visual-perceptual skills, which in turn provide a superior consolidating base for later conceptual development (Auster & Auster 1981:257, Bell 1989:30, McRae 1990:17).

Socialisation is also attributed to the different choice patterns demonstrated by males and females. There is a strong indication that girls learn quite early that they are not expected to do well in Mathematics and Science while boys are expected to master the subjects. These sex-role expectations serve as deterrents for females who for "fear of success" (McDonald in Furlong, 1986: 369) (Kelly in Bell 1989:30), tend to reject the male dominated fields. This they do so as not to appear overly intelligent and thus unattractive to boys. The learned helplessness on the part of girls has a debilitating effect on them.

The problem of gender-typing of subjects becomes clearly evident in single-sex schools. In these schools, the more utilitarian courses with an extreme gender stereotypic association are excluded from the curriculum. This is particularly the case for craft subjects, commercial subjects and technical subjects. Curricula restrictions therefore operate here in an overt way through the physical absence of the subjects from the curricula of the schools.

In co-educational schools, the choice of Mathematics and Science, while not as strongly gender-typed as the practical courses, the latter of which are physically absent from specific gender groups, curricula depends greatly on females' perceptions of the subjects as inaccessible because of the rigid associations that have been established between Science and its content difficulty, abstract and theoretical nature, high achievement potential and masculinity (Schraibman 1990:453-454). This, of necessity, serves to remove a large proportion of learners studying these subjects by virtue of their gender membership.

Learners' selection of subjects, either with a pronounced gender association or academic association is therefore influenced directly by the specific school attended, and particularly by the learner's gender membership.

Schools and teachers do little to dispense of this attitude and socialisation practices do very little to encourage women to venture into these subject areas, as even if women dare to study the subjects, their sex-role expectations interfere and because of their low expectations of success, they fall short of what they would normally attain, given similar chances as their male counterparts.

Weitz (1977:145) is of the opinion that having a close relationship with one's father and getting assurance from him that taking traditionally male designated subjects and choosing traditionally male designated careers will not price one out of marriage, goes a long way in encouraging a girl to choose the atypical subjects and in counteracting fear.

4.3.3 The socio-economic location of the school

The socio-economic location of the school appears to play a more crucial role in subject choice than the socio-economic status of the child. It places more rigid restrictions on learners' subject choices, and factors which if circumstances were to be different, like interests, preferences and attainment, are underscored by the availability of subjects in the curriculum. In these schools, the less academic more utilitarian fields of study are far more likely to be included in the curricula (Schraibman 1990:451). In black schools, however, the problem of curricula and subject choices is compounded by the fact that most parents encourage their offspring to choose academic education in preparation for white collar jobs and look down upon vocational and technical education. Technical education is often viewed as below academic education, is despised and thought to be suitable only for academically weak learners who cannot benefit from formal academic schooling (Taylor 1979:119-120). This was particularly the case for schools which were under the then Transkei Education Department. While the situation may change in the future, the majority of learners in the schools still carry the legacy of the past.

Furthermore, although the traditionally prestigious subjects may be available in these schools, lack of proper facilities in the form of classrooms and laboratories, coupled with high failure rates in these subjects, not only affect girls, but the majority of learners, who, being hardpressed to succeed at the end of the year, opt for subjects which will help them obtain certificates, but not ensure them employment or opportunities for further education and training.

Schools in higher socio-economic areas, however, are able to offer not only sciences in far more subject set combinations (Schraibman 1990:451), but are also able to offer a wider curriculum. This suggests that learners in these schools are more likely to experience academic freedom in their choice of "academic" and in fact, any other form of subject combinations. They are also able to exercise freedom in their choice of careers, all other things being constant.

The above factors are some of the factors that affect subject choice. Given the fact that the curriculum can constrain a person's choice to a great extent, affective factors like interest and preferences take a back seat while factors like gender, readiness to make a choice and the socio-economic location of the school, type of school, setting of subjects and core curricula, take the lead in limiting the choice of subjects.

Besides the above curriculum-related ethnographic variables, another factor within the school setting which affect subjects choice and career chances of learners, is the role played by the teaching staff.

4.4 THE INFLUENCE OF TEACHERS

Teachers at school influence learners in various ways.

4.4.1 Teachers and subject choice

Teachers, including guidance teachers, are the adult models at school. Not only are they older and therefore more knowledgeable than learners, but they are adults within a specific social context and fulfill their expected social roles which they pass onto learners consciously and unconsciously in their day to day interaction with them.

One way in which teachers influence choice of subjects is the attitude that they have towards certain subjects and the attitude that they have towards children of various socio-economic levels (Havighurst & Neugarten in Moore 1983:10). The teachers at school have been found to perpetuate the attitude that certain subjects are "male" subjects only while other subjects are "female" subjects only. They therefore use this as a basis for encouraging learners to choose sex-appropriate subjects (Furlong 1986:369; Diamond 1987:27; Bell 1989:30-31). Sex-role socialisation barriers therefore continue to limit choices of subjects.

Not only do teachers sex-type subjects but they transmit their inadequacies and feelings about certain subjects to the learners. The researcher has experienced, first hand the difficulty with which natural sciences subjects are associated by teachers, having been part of a science class that was held in awe, not only by other learners but by teachers whose admiration for the class was quite evident. Any learner who did not show enough mathematical ability was not allowed to be part of that "special" group. This still exist in some schools, with learners who do not show mathematical potential being sidelined to the commerce stream or the humanities stream because teachers perceive subjects in these streams to be easy - notwithstanding the fact that a good pass in Mathematics is a requirement for higher education in commerce for instance. Needless to say, the self-concept of learners in such schools is at its lowest.

Teachers have also been found to favour learners from higher social classes and treat those from lower social classes as intellectually homogeneous or having lower intellectual potential because of their deprived backgrounds. The learners from lower socio-economic spheres are usually channeled to low ability groups whose aim is to prepare them for vocational and technical education (Havighurst & Neugarten; Sewell & Orenstein; Ginsberg, Alexander & McDill in Moore 1983:15-16).

One wonders at the extent to which this affects the self-concept of these learners. The association of vocational and technical education with low achievement also does little to improve the image of these subjects as well as careers in the technical field.

Another way in which schools can influence choice is, according to Bell (1989:34), the staffing of classes. He argues that male and female teachers are not allocated junior and senior classes equally. While males are often allocated to senior classes and teach subjects like mathematics, physics and technologically related subjects, females are allocated to junior classes. In Bell's opinion (1989:31), this allows learners to assume that expertise in these subjects lies with males and that these areas of learning are essentially ones in which males can achieve and be successful. This further discourages girls from selecting these subjects.

While the above researchers put a strong case for the negative influence that teachers have on subjects choice, Lynch and Ramsay (1985:136, 144-145; Jones 1980), found no evidence to link teachers with subject choices. Jones (1980) maintains that irrespective of the way in which schools may be organised, they fail to have a significant effect upon learners, especially girls' future aspirations.

4.4.2 The influence of guidance services and guidance teachers

Ferron (1990:1) observes that since time immemorial, societies have had built-in systems of guidance and counselling. In primitive black communities (own experience) for example, initiation schools for both boys and girls served this purpose. Adolescence, in particular, was seen as the crucial stage for such an initiation to take place.

Ferron (1990:1) further argues that guidance and counselling are synonymous and coterminous with the process of education. He (1990:1) defines education as a process whereby the young of the human species are guided and counselled towards maturity so that they can live full and satisfying lives in their communities, find their particular niches in society and in due course contribute towards the development of society.

Guidance is defined by Lindhard (1987:3) as an activity in which the teacher brings learners or students into contact with the world as it really is and helps them to make choices wisely in their day-to-day lives. It helps the learners and students to develop. If they don't get guidance, it is likely that their development will take longer for they will have to discover facts about themselves and about life outside school. Their maturity will thus take a great deal longer than could have been the case if they had discovered those facts under guidance in the classroom.

As the knowledge that a person, young or old, learns about himself can strengthen him or her and increase the pace at which he or she develops into a fully functioning person, schools and guidance services in particular, must be directed at producing the necessary self-knowledge and insight (Lindhard 1987:4).

While primitive societies had culture-specific knowledge to impart, learners nowadays are faced with vast amounts of knowledge and opportunities to deal with. Guidance, based on giving information, teaching students how to use the information and equipping them with decision-making skills, thus becomes absolutely essential.

The information provided covers several fields including the careers and educational fields. As knowledge of careers and institutions is indispensable to career planning, guidance through the provision of such information helps the learner to plan for a career and for education and training that is necessary for the preferred career (Lindhard 1987:6-7)

Not only is guidance important for the learners' personal development but it is a crucial service for seeing to it that a country's manpower needs are also met as the economy depends on the availability of well-trained manpower.

In South Africa, the impact of a shortage of trained manpower, particularly in the technical field was felt in the late 1970's. One of the reasons for such a shortage were the previous government's labour policies which had limited blacks to a few career opportunities. There was therefore no need to go through the whole process of preparing black learners for career choice. As shortages became evident and the government relaxed the rules and opened more careers to blacks, it became important to help them with career choice.

In the Department of Education and Training therefore guidance teachers posts were introduced in black schools in 1981 (Spence 1982). Cloete (in Visser 1982:58) claims that at this stage the career aspirations of young blacks were notoriously unrealistic. The study showed that 85% of black matriculants aspired to professional or semi-professional occupations. The reason for the unrealistic career expectations could to a large extent be ascribed to lack of occupational knowledge in critical areas such as entrance requirements, availability of bursaries and knowledge of job markets (Visser 1982:59) and the fact that the most influential people for career choice in the 80's in the black community were parents (Mojalefa in Visser 1982:59). Not only were the parents often ill-informed, but the teachers were also ill-equipped to provide guidance services (Spence 1982:66).

The introduction of guidance services to schools was therefore more necessary because of the following reasons (Spence 1982:66):

- because blacks were increasingly being exposed to a wide range of occupational activities
- because job reservation policies were being relaxed
- in contrast to the earlier situations when blacks had provided mainly cheap, unskilled manual labour, there were more opportunities for suitably qualified blacks to choose from a wide range of skilled and professional occupations
- blacks had unrealistic career aspirations which had come about as a result of lack of contact with and knowledge of the working world
- there were rapid technological developments which necessitated trained manpower.

For the above reasons therefore, proper identification and channeling to careers compatible with people's abilities, aptitudes and interests thus needed to be put into place.

However Engelbrecht (1989) found out that the guidance services in black schools had not been successful. She observed that the failure of the school guidance system in S.A. secondary schools, particularly in black schools had contributed to the imbalance in the manpower needs of South Africa.

The impact of opening up all public schools including the previously white schools with good facilities and well-established guidance services, is yet to be established.

School guidance is thus an important service that needs to be rendered to learners. In view of the fact that most learners may be ill-equipped and inadequately prepared for subject and career choice, the service becomes indispensable. However, the role that the school guidance teacher can play is limited. Bredemeier (1985) is of the opinion that guidance teachers have an equivocal role and are expected to promote the ideology of the institution in which they operate whilst being expected to maximise the individual's potential. The school curriculum itself is a constraint in any attempt to maximise this potential. In the midst of these constraints, there is very little that a guidance teacher can do to help the individual maximise his potential.

Some guidance teachers might put the ideology of the school first and thus inhibit choice. Others are likely to focus on individual needs within the school curriculum. There is also an added problem here in that the guidance teacher himself is an adult and as such is likely to consciously or unconsciously socialise the learner to choose his subjects according to social expectations. This might also inhibit choice.

Be that as it may, Mwamwenda (1995:464 - 469) suggests that guidance should start at primary school level and through to senior secondary level.

The rationale for guidance and counselling at primary school is based on the idea of early detection and prevention of problems.

Mwamwenda (1995:464) identifies the guidance and counselling needs of primary school learners (foundation phase to intermediate phase in contemporary terms) as:

- * performance in the various subjects offered at school
- * experiencing normal social and emotional development
- * developing self-understanding
- * acquiring realistic self-concepts
- * getting to know about the world of work
- * self-acceptance and acceptance by significant others
- * loving and being loved
- * developing moral values
- * exploring career interest
- * mastering basic learning skills

The above areas can be conveniently grouped into personal, social, career and educational guidance and counselling and continue to be the basis of guidance and counselling in junior secondary (senior phase) and senior secondary (further education) school levels.

With regard to career guidance and counselling at primary school level, Mwamwenda (1995:460) suggests that learners should be familiarised with the working world so that they develop the necessary attitude and knowledge as they grow. He argues that the emphasis should be on the exploration of work opportunities rather than on the selection of a career and that familiarising learners with the world of work extends their knowledge and awareness of their environment.

At junior secondary level, Mwamwenda (1995:467) suggests that the areas of guidance and counselling should be as follows:

- assistance by teachers in preventing children from experiencing problems that are likely to promote negative development
- promotion of healthy classroom relationships
- development of positive self-concepts
- assisting learners to get along with others
- assisting to appreciate what is love and to be loved in relating to other learners, teachers and parents
- provision of information on the working world
- helping learners cope with the physical changes that they are undergoing
- assisting learners to develop a sense of responsibility and independence
- helping learners develop and sustain friendships with others

- encouraging learners to work toward a good record of academic success.

Career guidance and counselling at junior secondary level should be an extension of the foundation laid at primary level. This should be reinforced and further exploration of the working world should be undertaken. Learners should be provided with more information and encouraged to explore the various working environments. They should also be assisted with subject choices in preparation for senior secondary school.

With regard to learners at senior secondary level, it should be noted that they are going through a transitional period of adolescence and are at the threshold of adulthood. For these reasons, guidance and counselling differs significantly from that at both primary and junior secondary school levels.

Areas of guidance and counselling at this level as suggested by Mwamwenda (1995:467) are:

- provision of information regarding career opportunities
- provision of information related to educational opportunities
- exposing learners to information relating to self-awareness, self-identity and decision-making
- helping learners arrive at formative choices through the exploration of their career maturity - this in terms of interests, personality, aptitude, value, life roles and so on
- assessing issues based on family concerns and peer relationships
- addressing personal areas like falling in love (and related areas, for example, sexual intercourse and sexually transmitted diseases, dating, courtship and marriage).

Career guidance and counselling at senior secondary level, becomes crucial for learners at this level. At this level, there is a definite increase in concern regarding career choice as they are about to complete their school career. There is also concern about higher education that is relevant to prepare for them for the kind of careers they wish to pursue or work opportunities available to those indisposed by financial constraints and who cannot proceed with higher education.

The functions of career guidance and counselling at this level involve the following (Mwamwenda 1995:469):

- assisting learners in getting full-time employment
- assisting learners with compiling curriculum vitae, filling application forms, writing letters of application for admissions to institutions of higher learning or for employment purposes
- providing learners with information relating to employment interviews
- providing guidance to parents about various institutions, for example, universities, technikons, technical education and what each of these can provide for the learners' career possibilities
- helping learners with study skills and how to answer test or examination questions
- keeping a record of all potential employers and institutions of higher learning
- assisting with the acquisition and integration of self and career knowledge in order to facilitate career maturity

The foregoing discussion has shown clearly that the school plays a crucial role in influencing the learners' choices. Given the effect that these factors have for subject choice, the question of learners ever having chances of choosing careers in which they can maximise their potential, are very limited.

4.5 THE RELATIONSHIP OF THE SCHOOL CURRICULUM TO CAREER CHOICE

Holden (1961:31) writes: "The educational choices that must precede entrance into a profession are fairly well-defined, and learners whose goal is among the professions, must decide in favour of certain subjects near the beginning of his secondary education". This statement is as true now as it was 37 years ago.

The school curriculum and subject choice are directly related to career decision-making. But as has been found above (refer to paragraph 4.3), the school curriculum can have a negative effect on career chances of learners.

Firstly, readiness to make subject choice affects future career opportunities. A learner whose goals have not been defined by the time he begins secondary school will choose subjects randomly. On the other hand, a learner who has clear plans about his future will choose those subjects (within the available curriculum), that will offer him the opportunity for the attainment of such a career.

Secondly, various subjects within the school curriculum provide different opportunities to learners. Table 2 shows the relationship between various subjects and careers.

Table 2: Subjects and careers

<u>SUBJECTS</u>	<u>EXAMPLES</u>
Two languages compulsory	
<u>COMMERCIAL SUBJECTS</u>	
Business Economics	Bookkeeper
Accounting	Accountant
Economics	Bank Teller
Typing	Secretary
Mathematics	Salesperson, Typist, Administrative Clerk
<u>SCIENCE SUBJECTS</u>	
Mathematics	Computer Programmer
Physical Science	Engineer
Biology	Microbiologist
Agricultural Science	Farmer
Geography	Meteorologist
	Medical Technologist
	Nurse
	Pilot
	Radiographer
<u>TECHNICAL / PRACTICAL SUBJECTS</u>	
Technical Drawing	Motor Mechanic
Trade Theory	Fitter and Turner
Woodwork	Boiler maker
Metalwork	Draughtsman / woman
Mathematics	Carpenter
Physical Science	Surveyor
	Plumber

<u>GENERAL SUBJECTS</u>	
History	Legal Assistant
Biblical Studies	Speech and Drama Teacher
Agricultural Science	Textile Designer
Geography	Translator
Home Economics	Home Economist
Needlework and Clothing	Tailor
Other Languages	Report / Journalist
Art	Lawyer
	Community Worker

The table above shows how different subjects selected from the various subject groups (see table 1) can lead to different kinds of jobs. It is interesting to note that Mathematics forms part of three subject fields. In view of the association of the subject with difficulty and masculinity (paragraph 4.3.2), it becomes quite evident that career chances of a learner who does not study this subject are adversely affected.

It is therefore necessary that in choosing subjects, learners should be made aware of the strengths and limitations of their choices as their choices can open or close doors for them. The importance of an effective career guidance service in this regard, cannot be overemphasised.

4.6 SYNOPSIS

The school influences career development and choices through:

- (a) The curriculum offered to learners:

- its comprehensiveness can lead to academic freedom or restrict learners depending on the number and diversity of subjects offered.
- Tracking or streaming of subjects caters for individual differences on the one hand, but can also exclude learners from taking subjects of their liking.
- Setting of subjects into grades decided by the school can limit the learners' chances of taking the subjects in the grades of their liking.
- Sex-typing of subjects also plays a role. Being male or female can exclude you from taking subjects with stereotypically opposite gender connotations. Venturing into non-traditional careers can thus be negatively influenced.

(b) The type of school, that is whether single-sex school or co-educational school determines the curriculum offered. Sex-typing of subjects is often evident in single-sex schools, often to the detriment of the learners.

(c) The socio-economic location of the school. This determines

- availability of both human and capital resources.
- the comprehensiveness of the curriculum offered and subsequent academic freedom and career opportunities.
- the quality of education received by learners (due to the availability of resources).

- the exposure of learners to information sources about themselves and the career world. Often guidance is not offered in lower social areas and occupational role models are also lacking.
- (d) The teachers:- their cultural and social affiliation may consciously or unconsciously affect their attitudes to certain subjects and this effect the subject choices of learners.
- favouritism, often of learners from higher classes, disadvantages learners from lower classes and helps to exclude them from certain subjects and subsequently certain careers.
- (e) The staffing of the classes may perpetuate perceptions of male expertise and superiority in certain subjects and this may discourage, particularly girls from venturing into these subjects.
- (f) Guidance Services

School guidance services helps learners by enabling them to have access to sources of information about themselves and about the career world. The level of career decidedness or maturity is greatly influenced by their availability or lack of information in the above two areas. Although the school cannot provide all the information required by learners, guidance teachers provide enough support for the learners and help them in this way to career maturity. The role of guidance teachers in the final choice of a career is however negligible.

Chapter 2 highlighted the importance of being ready to commit oneself to a career and laid out pre-requisites for such readiness. Chapters 3 and 4 examined the role played by the family and the school as educational institutions in preparing the learners for career choice. In both cases they have been found to significantly influence choice by providing opportunities for development. The next chapter will present the manner in which the research will go about determining the level or readiness of learners in the Northern Region and will set out ways to examine the role of schools and parents in the development of choice and in the final choice.

CHAPTER 5

RESEARCH DESIGN

5.1 INTRODUCTION

This chapter details the presentation of the empirical study and the research design. The population and the size of the sample will be specified, the variables will be identified and the sources of data and methods of collecting data will be presented.

5.2 THE RATIONALE FOR THE STUDY

In reviewing literature, it has become apparent that few studies have been conducted about factors influencing the choice of careers for learners in rural areas of South Africa. In particular, there is very little known about how black learners arrive at their choices and what factors influence those choices. Those studies that have been conducted about black students (Tunmer 1972; Shannon 1975; Breger 1976; Hall 1978, 1980; Visser 1978; Cloete 1981; Erwee 1981; Maesela 1994; Mabena 1994) among others, have centred around students in higher institutions of learning or learners in urban areas. The researcher could find only one study conducted on learners from rural areas (Mabena 1994), who, unlike learners from urban areas, are clearly more disadvantaged.

The Eastern Cape learners, particularly those from the Northern Region which is predominantly rural and which also inherited learners from the formerly independent states of Transkei and Ciskei with their respective education departments, the former Department of Education and Training, the Departments of Education and Culture: House of Assembly, House of delegates and House of Representatives, face various problems among which the socio-economic level and underdevelopment and the type and quality of education are uppermost.

However, in the midst of all the problems that may have arisen because of the inherent problems of the past, the formation of one department, namely the Department of Education, Culture and Sport (later renamed the Department of Education) which came about as a result of the change in the political scenario, has brought some changes, which are likely to affect the school leavers. One such change has been the resuscitation of guidance and counselling services in some schools or the introduction of such in schools that previously did not provide the service.

In view of the changed political scenario leading to social, economic, political and educational changes, one is inclined to think that the results of the research studies quoted above might have changed, particularly, the preference of the social services sector might have lessened and that the scope of careers being chosen has widened. Also, one is inclined to think that because of the vast opportunities that are now open to learners, assuming that they are well-informed about themselves and about the world of work, preparations to enter the job market are made well in advance.

It is against the above background that the researcher, while still observing the continuing trend of school leavers seeking jobs in the social services sector, in particular in teaching, nursing , and protection services, seeks to discover the underlying causes on influences that lead to their choice of careers.

5.3 PURPOSE OF THE EMPIRICAL INVESTIGATION

The review of literature brought the following into light:

- (a) That career decision-making is the culmination of a long process during which a person gets to know himself and the world of work.
- (b) Individual factors play a role in directing a person to certain careers.
- (c) Career knowledge is indispensable for sound decision-making.
- (d) The individual's decision arises from his involvement, attribution of meaning to and experience of various situations in which he gets to know himself and the world of work.
- (e) The school plays an important role in preparing the individual to choose a career.
- (f) Family circumstances, like the socio-economic status and socialisation determine aspirations and expectations, which in turn steer people towards certain career paths.

In the light of the above, the purpose of this investigation is three-fold:

- (a) to examine the learners' experience of the career choice process, in particular their level of readiness at the end of their school careers. In this regard, the learners' self-knowledge, career knowledge decision-making, integration of information and career planning will be examined.
- (b) to establish whether learners who share common sociological, economical and educational characteristics share common attitudes towards the various field of work and whether these have a similar impact on the career choices made. Furthermore, to determine how their level of readiness is influenced by their circumstances. In this regard, the family circumstances and the school circumstances of the learners will be investigated.
- (c) to develop strategies that can enhance effective career decision-making of learners with a view to enhance their level of readiness and also ensuring that they possess wider knowledge about careers.

The primary research questions are, "How do learners in the Northern Region of the Eastern Cape make career decisions and what are the underlying reasons for such choices?"

5.4 RESEARCH DESIGN

5.4.1 Method of research

The study will be descriptive and explanatory in nature. It will seek to describe and interpret what is. As a descriptive study it will be concerned with conditions and relationships that exist, opinions that are held, processes that are going on and effects that are going on.

The casual comparative or ex-post facto method will be used in the study. As the purpose of the study will be to examine the influence of individual and situational factors already in existence in various learners' lives, this necessitates the use of the ex-post facto method.

Despite the inherent flaw of not having control over situations that have already occurred and of not being sure of how many other circumstances might have been involved and might have influenced the results, this method was chosen over others for the same reason that conditions cannot be manipulated (Leedy 1989: 227 - 228; McMillan & Schumacher 1993:285).

The purpose of ex-post facto research is to investigate whether one or more pre-existing conditions have possibly caused subsequent differences in the groups of subjects, that is the research looks at the conditions that have already occurred and then collects data to investigate their relationship and the varying conditions to subsequent behaviour. This is done in an attempt to determine whether differences between groups have resulted in an observed difference (McMillan & Schumacher 1993:285). As the research would also entail comparing learners from different school environments, this method would be appropriate.

The idiographic method was chosen over the nomothetic method because it would allow the researcher to study the circumstances of the learners in greater detail as against the nomothetic method which involves the isolation of relatively few considerations needed to provide explanation for the behaviour of people (Babbie 1995:67).

5.4.2 Research model

5.4.2.1 Identification of the population

The subjects of the study will be Eastern Cape learners who will be in Standard 9 (Grade 11) in 1996 and in std 10 (Grade 12) in 1997 and who will write their final matriculation examination at the end of 1997.

The Northern Region schools all constitute the population, that is, all senior secondary schools in the six educational districts in the Northern Region, namely Queenstown East district, Queenstown West, Aliwal North, Sterkspruit, Lady Frere and Cradock. In order to get a balanced view of the level of career development of the learners, all support services personnel dealing with career guidance and counselling at the Northern Region Educational Support Centre and all guidance teachers in schools will form part of the population.

5.4.2.2 The sample

5.4.2.2.1 The size of the sample

The sample will consist of five high schools selected from the Lady Frere and Queenstown East districts. It will consist of 50 learners, selected randomly from the five high schools, the Regional Co-ordinator and specialist services in the Northern Region as well as guidance teachers in the participating schools.

The sample size is thus 57 participants.

5.4.2.2.2 The method of selecting the sample

The demarcation of the educational districts has resulted in clustering of schools. From these six clusters, two clusters will be selected randomly. The educational districts will be written on identical pieces of papers, be put in a container and shuffled. The first piece will be drawn, the name of the district written down and the piece of paper folded and put back in the container. The papers will be shuffled again and a second piece of paper will be drawn. Its name will also be written down.

A list of schools under the selected districts will be secured. The schools under each of the districts, namely Queenstown East, Lady Frere, Queenstown West, Aliwal North, Cradock and Sterkspruit districts will first be grouped under various characteristics. These will be the type of school, namely single-sex school or co-educational school and the location of the school, that is whether in low-socio-economic rural area or urban or township (now also called sub-urban areas).

All the schools will be selected on the basis of English being the medium of instruction, therefore, all schools which use Afrikaans as a medium of instruction will be excluded.

Single-sex schools in Queenstown East, namely Queens College Boys High School and Queenstown Girls High School, by virtue of their type and being the only schools of this type in the area, will be automatically chosen. The same can be said of Mount Arthur Girls High School, and Freemantle Boys High School in the Lady Frere district.

Of the remaining schools, one will be selected randomly from the pool of co-educational schools.

The 50 learners to participate in the general survey will then be selected randomly from lists provided by the various schools.

5.4.3 **Exploration Media**

To attain the goals of the study, the researcher will make use of questionnaires and interviews. Two general questionnaires, one for the learners and another one for the guidance teachers, will be constructed. An interview guide will be used during the interview with the Regional Coordinator and Specialist Services. A standardised questionnaire will be used to assess the level of career development of the learners.

5.4.3.1 **General Questionnaires**

In general, the word questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in himself. The questionnaire is the most widely used technique for obtaining information from subjects. It is relatively economical, has standardised questions, can ensure anonymity and questions can be written for specific purposes (McMillan & Schumacher 1993: 238).

The questionnaire as a research tool contains a set of related items, that is a set of questions all logically related to a central problem or problems. Not all these have the same form, but in general, they can be classed by the degree to which they are structured, that is whether a question leaves only a few alternative ways of answering it, or whether it allows a wide variety of responses. Both forms of structuring were used in constructing the questionnaire.

Traditionally a questionnaire is self-administered, that is it is completed by the respondent in his own time. Although this is usually the case and the mail is used as a way of getting the responses back, the researcher opted to administer the questionnaire to groups of learners in the different schools. The respondents being learners, the researcher opted for the latter so that she could make sure that the questionnaires would be properly administered and answered. The presence of the researcher would also be necessary because the year was drawing to a close and the researcher would ensure she gets back as many properly filled questionnaires as possible before the learners embarked on their year-end examinations.

Furthermore, for a respondent to be encouraged to answer the questionnaire, the questionnaire needs to be limited in its length and scope. Ideally self-administering questionnaires should not exceed 30 minutes to complete. In this study however, it was necessary to get a lot of information about the learners and their circumstances. For this reason, the questionnaire would take more than 30 minutes to complete. The presence of the researcher would serve to motivate the learners to complete the questionnaires.

The guidance teachers' general questionnaire will not be as elaborate as that of the learners as only one area, guidance provided in the schools will be investigated. They will be requested to complete their much shorter questionnaire during the same day that their learners from their schools will be completing theirs.

5.4.3.1.1

The construction of the questionnaire

Constructing a questionnaire requires considerable time and thought. The content of the questionnaire must succeed in conveying the field that concerns the investigation. In this regard, the researcher should be guided by the literature study and the opinion of informed persons. Gay (1987:186-196), McMillan & Schumacher (1993:240), Babbie (1995:412) suggest guidelines for writing effective questions. Ensure that:

- ◆ items do not measure what another item has already measured, although sometimes it is necessary to do this way down in the questionnaire to check for truthfulness
- ◆ there are not too many or too few items on a specific element and that all elements are covered by the items
- ◆ questions are limited to single ideas or concepts; double-barreled questions are avoided and the word "and" is avoided
- ◆ items are kept simple as long and complicated items are more difficult to understand and respondents may be unwilling to understand them
- ◆ there are no ambiguities, biases, poor phrasing, and so on which can lead to difficulties in answering or poor answers
- ◆ there is a close logical relationship between the parts of the questionnaire

- ◆ the questions in the questionnaire are clear and brief
- ◆ items included in the questionnaire relate directly to the objectives of the study
- ◆ questions are brief, consistent and contain all the information required and can be answered within the minimum of the respondent's time
- ◆ negative items are avoided because they are easy to misinterpret
- ◆ all the ordering of questions is correct, that is simple questions precede complex questions
- ◆ biased items or terms are avoided.

To check all the above areas, the researcher should submit the questionnaire to experts both in the field of the problem and in related fields (Mulder 1988:188). For this purpose, the general questionnaires were submitted to the study supervisor for scrutiny.

In asking the questions, the researcher can use highly structured closed-ended questions or open-ended questions, allowing the respondents to provide their own answers to the questions (McMillan & Schumacher 1993:243; Babbie 1995:142).

In constructing the questions for this study, both types of questions were used.

5.4.3.1.2 **The construction of the learners general questionnaire**

The learners' general questionnaire was divided into five categories, namely, biographical details, the influence of the family - subdivided into the investigation of the socio-economic status of the family and family processes, the influence of the school and determining whether the learners had made their choice and finding out the influencing factors.

The questionnaire provided spaces for making the answers [X] and for providing more information where required. No separate sheets of papers were provided. A copy of the questionnaire can be found in the appendix (See Appendix A).

Validity

Validity refers to the extent to which an instrument measures what it is supposed to measure.

Only content validity was checked through colleagues in the same and related fields and through an expert in the field. The literature study also confirmed the content.

5.4.3.1.3 **The construction of the guidance teachers' general questionnaire**

The guidance teachers' questionnaire was constructed along the same lines as the learners' general questionnaire. The questions consisted mostly of closed-ended questions and a few questions requiring elaboration (See Appendix B).

5.4.3.2 **The career development questionnaire**

5.4.3.2.1 **Description**

The Career Development Questionnaire (C.D.Q.) was developed by the Human Sciences Research Council to determine the readiness of adolescents and young adults to make decisions on their careers.

The CDQ is a standardised questionnaire which examines five dimensions of career development, namely, self-information, decision-making, career information, integration of information on the self with career information and career planning (Langley et al 1996:1).

As a standardised questionnaire, the CDQ complies with the requirements of a standardised questionnaire, namely:

- (i) That the test or questionnaire should be answered under certain conditions by particular groups.
- (ii) Clearly defined instructions for the administration of the test.
- (iii) Norms have been provided so that the students' performance can be interpreted correctly.
- (iv) Reliability coefficients and validity indices have been indicated.

(Mulder in Jacobs et al 1985:2).

5.4.3.2.2 **Standardisation of the CDQ**

In order to standardise the questionnaire, a national sample consisting of 5350 high school pupils and four samples of first-year University students in 1985 comprising 539 Zulu speaking, 234 English speaking, 154 Afrikaans speaking pupils as well as 1 418 first-year University students in 1989 were used in developing the questionnaire (Langley et al 1996:1).

5.4.3.2.3 **Reliability**

The reliability coefficient measures that characteristic of a measuring instrument that makes it possible to obtain the same or consistent results if it were administered repeatedly to the same person (Langley et al 1996:17).

The reliability co-efficients were calculated for the different language groups in 1988 and for the first-year University students in 1989. Satisfactory reliability co-efficients were reported for all scales for all groups and appear in the manual for the career development questionnaire (Langley et al 1996:17).

For African Languages, in particular, the reliability co-efficients were as follows:

Self-information (SI)	=	0,71
Decision-making (DM)	=	0,74
Career Information (CI)	=	0,66
integration of self- information with career Information (I)	=	0,73
Career Planning (CP)	=	0,79

5.4.3.2.4 **Validity**

Only the content validity of the CDQ was addressed. The procedure followed in validating the CDQ is laid out in the manual (Langley et al 1996:18).

5.4.3.2.5 **Description of the CDQ scales**

The CDQ consists of 100 items that are subdivided into five scales (Langley et al 1996; 7 - 8).

i)	Self-information (SI)	:	Items 1 - 20
ii)	Decision-making (DM)	:	Items 21 - 40
iii)	Career Information (CM):	:	Items 41 - 60
iv)	Integration of self- information with career information (I)	:	Items 61 - 80
v)	Career Planning (C)	:	Items 81 - 100

a) **Self-information:**

This scale concerns the testee's knowledge, of for example, the importance of life roles, work values and occupation interests.

b) **Decision-making**

This scale concerns the testee's ability to make effective decisions.

c) **Career information:**

This scale evaluates the testee's knowledge of the world of work.

d) **Integration of self-information and career information:**

This scale concerns the testee's ability to integrate information on himself with information on the world of work.

e) **Career planning**

This scale evaluates the testee's ability to make a career decision and to implement a career plan.

5.4.3.3 **The interview guide**

An interview guide is a list of points or topics which an interviewer wants to cover during an interview. The interview, an alternative way of collecting data, relies on verbal questions asked by the interviewer and the recording of the respondent's answers by the interviewer.

Interviewing is typically done in a face-to-face encounter but telephone interviews can also be conducted (Babbie 1995:264). The former type was used in this study.

5.4.4 **Analysis and Interpretation of data**

Data gathered through the learners' general questionnaire and the guidance teachers' general questionnaire will be analysed quantitatively so as to arrive at a general picture of the learners' circumstances. This data, together with the data collected through the CDQ and the interview, will then be used to sum up, qualitatively, the learners' circumstances and to formulate recommendations.

In analysing and interpreting the CDQ, both quantitative and qualitative measures will be employed. These will follow the stipulations of the manual for the career development questionnaire (Langley et al 1996:12 - 13). Career development profiles will also be drawn.

The guidelines for interpreting CDQ scores are based on statistics obtained from the standardisation sample and are as follows:

Self-information (SI)

- 15-20* The testee has adequate self-knowledge
- 11-14 The testee's self-knowledge can be improved
- 7-10 The testee's self-knowledge is inadequate
- 0-6 The testee has little self-knowledge

Decision-making (DM)

- 15-20* The testee has the ability to make decisions
- 11-14 The testee's ability to make decision can be improved
- 7-10 The testee's decision-making skills are inadequate
- 0-6 The testee has little knowledge of decision-making

Career information (CI)

- 12-20* The testee has adequate career information
- 8-11 The testee's knowledge of careers can be improved
- 4-7 The testee's career information is inadequate
- 0-3 The testee has little knowledge of careers

Integration of Self-information and Career information (I)

- 15-20* The testee adequately integrated self-information and career information
- 11-14 The testee's integration of self-information and career information can be improved
- 7-10 The testee's integration of self-information and career information is inadequate
- 0-6 The testee's self-knowledge and career information have not been integrated.

Career Planning (CP)

- | | |
|--------|--|
| 13-20* | The testee has enough knowledge to carry on with career planning |
| 9-12 | The testee's ability to plan a career can be improved |
| 5-8 | The testee's ability to plan a career is inadequate |
| 0-4 | The testee does not have the ability to plan a career. |

*The maximum score for each scale is 20; this score is an indication of career maturity.

Ipsative comparison - that is, comparison of the various schools' average scores on the various scales will also be done. In order to make this possible, means and standard deviations of the scales will be calculated for all schools.

Data gathered will also be used to compare the level or readiness of the learners from the different schools in terms of the general level of readiness, the differences arising from the socio-economic location of the school as well as in terms of gender.

Normative interpretation of the average scores of the different scales will then be done. This will be done in comparison to the national sample for the whole sample and for the different sexes.

5.4.5. **Procedure**

As data will be gathered from government institutions the researcher will seek permission to do the study from the Regional director of the Northern Region. Permission had previously been granted by the erstwhile Transkei Education Department (Appendix H).

5.4.5.1 **First visit to the schools**

Pursuant to the granting of permission the researcher will make personal visits to the selected schools to seek permission from the principals to undertake the study. As the study will involve guidance teachers as well, this matter will be discussed and the researcher will request to speak to the teachers in order to explain the purpose of the study. The teachers will be asked to assist with the administration and collection of learners' questionnaires. Arrangements will then be made to visit the schools to conduct the study.

5.4.5.2 **Second visit to the schools**

The researcher will travel to the participating schools to administer the questionnaires in person in some schools and to collect them on the same day. The researcher was concerned about the English language proficiency of some of the learners – particularly those in rural areas – and decided to be present to explain the procedure of answering and to answer questions when necessary.

Both the general questionnaire and the Career Development Questionnaire will be administered on the same day of the visit to the schools on the previously arranged days in the schools in the rural areas. Guidance teachers will also complete theirs and data about the schools will be sought.

In the previously white schools and in School D, guidance teachers offered to help with administration and collection of the general questionnaire. The second visit therefore will entail the delivery of both the learners' general questionnaire and the teacher's general questionnaire. Arrangements will then be made to administer the career development questionnaire during which time the general questionnaires will be collected.

5.4.5.3 **Third visit to the schools**

Because of the close proximity, third visits to the schools in Queenstown will take place on the same day. In the morning, the career development questionnaire will be administered in schools E and D (see appendix) and in the afternoon in school B. Prior arrangements will be made with guidance teachers for this purpose.

5.4.5.4 **Visit to the Education Support Centre**

This visit will take place after all the data about schools and learners has been gathered. An interview will be conducted with the Regional co-ordinator of Specialist Services in the Northern Region. An interview guide will be used during the interview to gather data about the scope of the centre's activities, its role in career guidance and the effectiveness of the service they render to the community.

5.5 **TIME FRAMES**

The empirical study will be conducted in schools towards the end of 1996. It is envisaged that the study will be complete by the end of 1998.

5.6 **CONCLUSION**

The results of the empirical evaluation will be presented, analysed and interpreted in the next chapter.

CHAPTER 6

THE EMPIRICAL STUDY

6.1 INTRODUCTION

The results of the empirical investigation will be handled in two ways, that is, quantitatively and qualitatively. An overall view of the situation obtained in various schools and homes will be presented. Career development of the learners will be determined and influencing factors established.

6.2 QUANTITATIVE

6.2.1 Biographical details

6.2.1.1 Composition of the sample

The number of participants in the study was 57. Of this number, 50 were learners who completed the learners' general questionnaire in standard 9 (grade 11). Forty-seven of these learners also completed the career development questionnaire during the same year (three learners from school D were absent during the administration of the CDQ). Six guidance teachers from the participating schools completed the guidance teachers' general questionnaire. An interview was held with the Regional Co-ordinator of specialist services in the Northern region.

6.2.1.2 **Family and Social Circumstances of learners**

6.2.1.2.1 **Domicili**

Table 3 : Learner representation per area of residence:

Area	Frequency
Rural	18
Sub-Urban	11
Urban	12
Not specified	9

- * Although the Eastern Cape is predominantly rural with small towns and recent urbanisation of blacks, this distinction was necessary to cater for learners staying in the suburban areas in town (here called urban area) and townships now classified as sub-urban areas. This latest classification has been taken into consideration in determining the number of learners who stay in sub-urban areas. This was necessitated by differing socio-economic levels in the said areas.

6.2.1.2.2. Location of the families in a broad social context

(a) Socio-Economic Status

The socio-economic status, henceforth called SES of the family as indicated by factors like parental educational attainment, occupational attainment, income and related possessions necessary to promote exploration, is detailed below:

Table 4 : Educational Attainment of parents

EDUCATIONAL LEVEL	REPRESENTATION		
	Mothers	Fathers	Total
Primary Education	7	2	9
Secondary Education	4	7	11
Tertiary Education	29	22	51
Unspecified/ Unknown	6	15	21

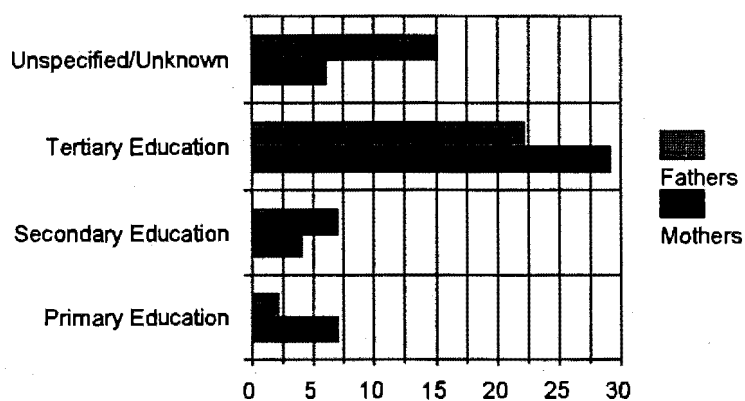
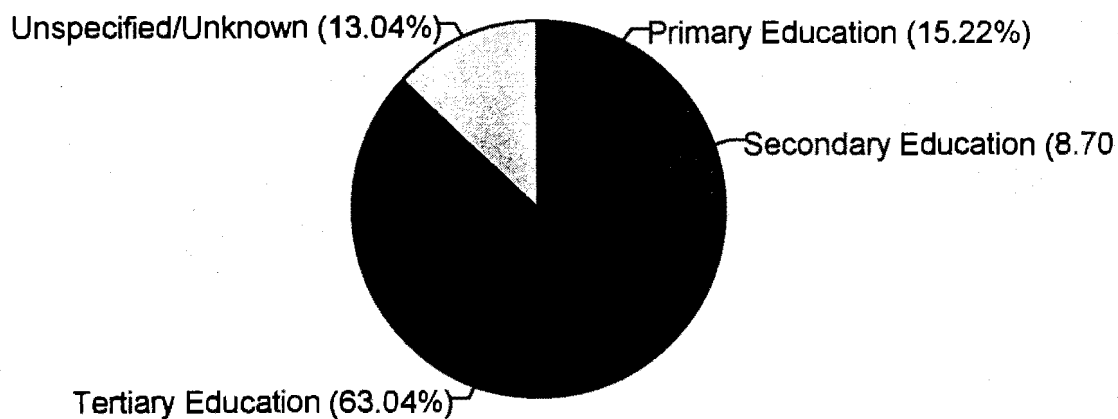
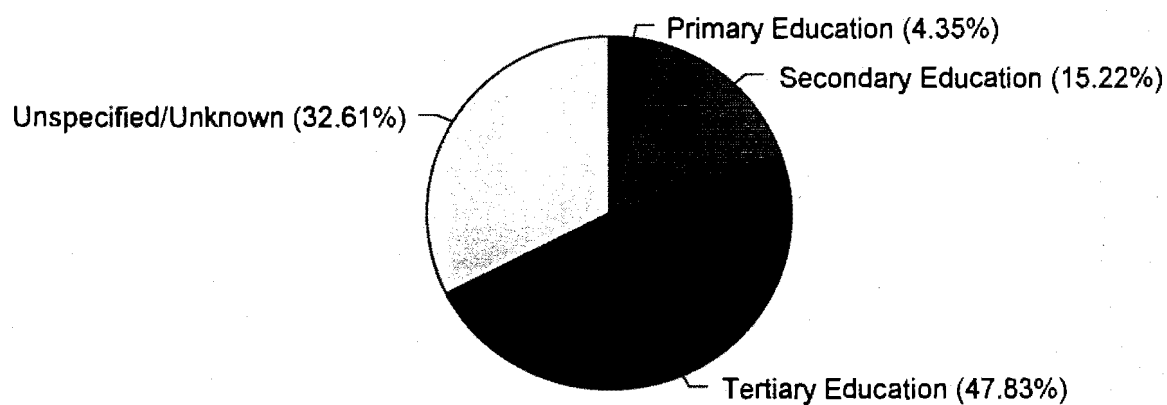
Figure 2: Educational attainment of parents : Inter-parental comparison**Figure 3 :** Educational attainment of mothers in percentages

Figure 4 : Educational attainment of fathers in percentages



From figure 6.1 it is clear that most parents (51%) have tertiary education qualifications. Figures 6.2 and 6.3 show that more mothers have attained these qualifications than fathers. An examination of the parents occupational attainment will reveal what these qualifications are for.

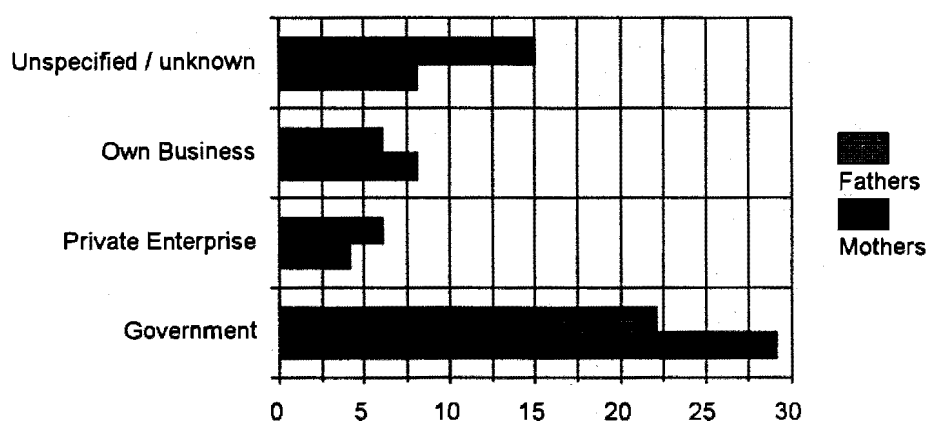
(ii) **Occupational attainment****Table 5:** Parental occupational attainment (in percentages)

<u>Occupation</u>	<u>Frequency of mothers</u>	<u>Frequency of fathers</u>	<u>Cumulative frequency</u>
Teacher / Lecturer	40	18	58
Doctor	2	0	2
Nurse	12	0	12
Lawyer	2	0	2
Engineer	0	40	40
Agricultural Officer	2	6	8
Police Services	0	10	10
Clerk	0	2	2
Business Manager	4	6	10
Salesman	0	6	6
Sales (<i>Self-employed</i>)	32	12	44
Cleaner	2	0	2
Security (<i>Watchman</i>)	0	2	2
Unknown / unspecified	22	36	58

The above results reflect the gender-typing of occupations. An examination of the occupational attainment reflects that mothers still favour helping professions (58% in teaching, 12% in nursing) while fathers still go for masculine designated careers (engineering, agriculture, sales). An interesting observation is that more mothers than fathers create self-employment opportunities. Generally, the learners' parents work outside the home and mostly in professional jobs.

(iii) **Table 6 :** Parents' employment sectors

Sector	Mothers	Fathers	Total
Government	29	22	51
Private Enterprise	4	6	10
Own Business	8	6	14
Not Known	8	15	23

Figure 5 Parental representation per sector**Table 7:** Sectional representation in percentages

Sector	Mothers	Fathers
Government	58%	44%
Private Enterprise	8%	12%
Own Business	16%	12%
Not Known	16%	30%

As can be seen from Figure 5, the majority of parents still depend on the government for their livelihood. By comparison, more mothers than fathers depend on the government for employment. This is not surprising in view of the fact that they are mostly in the teaching and nursing professions.

(iv) **Table 8: Family Income**

<u>Income Bracket</u>	<u>Frequency of families</u>
Below R10 000	12%
R10 000 - R20 000	6%
R20 000 - R30 000	2%
R30 000 - R40 000	2%
Above R50 000	14%
Unknown / Unspecified	64%

The above results make it difficult to come to a conclusion about the families' earnings. The fact that 64% of the learners did not know or did not specify their families' income did not come as a surprise as financial matters are rarely discussed with the children among black families. For as long as parents are able to send their children to school and provide for their daily needs, children assume that they are financially viable. Based on the occupational attainment of the parents, an assumption will be made in this study that the majority of the families are middle-class.

(v) Exploration facilitating media possessed by families.

(a) **Table 9: Media**

<u>Medium</u>	<u>Frequency of Possession</u>
Cars	54%
Television Sets	86%
Radios	90%

(b) Utilisation of the Media

(i) **Table 10:** Family Leisure

<u>Activity</u>	<u>Frequency of involvement</u> <u>(% families)</u>
Watching television	40
Visiting Friends & Relatives	40
Family Discussions	10

(ii) **Table 11:** Learners Leisure

<u>Activity</u>	<u>Frequency of Involvement</u> <u>(% learners)</u>
Watching Television	80
Listening to the Radio	82
Reading (for school projects)	34
Playing Sport	30
Going to the Movies	44
Visiting Friends	26
Playing Music	20
Art	4
Attending Parties	10
Participating in Drama	2
Handy Repair Work	2
Religious Activities	4
Community Projects	2

As can be seen from the above table, the most favourite past-times are watching television and listening to the radio. What learners watch and listen to is shown below:

(iii) Utilisation of television by learners

Table 12: Programmes viewed

<u>Programme Watched</u>	<u>Frequency of Learners (In percentages)</u>
"Soaps"	12
Educational	32
Music	14
Movies	18
Drama	12
News	26
Sport	12
Unspecified	32

(iv) Utilisation of the radio by learners

Table 13: Programmes listened to

<u>Programmes listened to</u>	<u>Frequency of Learners (In percentages)</u>
News & Talks	32
Music	38
Sport	14
Drama	8
Unspecified	24

It appears from the above that learners use these powerful media mainly for entertainment purposes. Only 32% watch educational programmes on television while another 32% listen to news and talks (which sometimes include educational topics) on the radio.

(vi) Social facilities which facilitate exploration

(a) School and Public Libraries

74% of the learners had access to libraries which they utilised for the following reasons:

Table 14: Use of Library facilities

<u>Purpose</u>	<u>Frequency of Learners</u> <u>(In percentages)</u>
To improve English	14
For school projects	34
For study	34
For entertainment	4
To research Career Information	2
Taking out books	18

Once more, another source of useful information is not utilised to the full by the learners.

6.2.1.2.3. **Family Process Variables**

(a) Socialisation

Socialisation in most families is still along gender lines. Sex-role stereotypes, performance of household chores according to gender and the upholding of gender- appropriate qualities - are still enforced.

An examination of gender stereotypes held in high esteem by learners revealed the following:

Table 15: Gender Stereotypes

<u>Quality</u>	<u>Male Appropriateness (Frequency of responses) (In percentages)</u>	<u>Female Appropriateness (Frequency of responses) (In percentages)</u>
Independence	54	30
Strongwill	56	22
Attractiveness	16	56
Kindness	34	56
Intelligence	36	40
Self-confidence	36	38

It is evident that traditional stereotypes about both males and females are still upheld. However, the fact that intelligence is less significant for males than females is surprising as achievement has always been highly valued by males.

(b) Occupational Socialisation

In terms of parental occupational role models, it appears that learners' exposure is limited (See table 5). However, the fact that 60% of the learners' are situated in higher SES areas may lead to more exposure to different role models. Also, incidental role modelling may occur while learners are watching television. Learners from the schools situated in low SES rural areas may however be exposed to fewer role models than their urban counterparts.

(c) Parent - Child Relationship.

Table 16: Mother-child relationship

Rating	Frequency (In percentages)
Very close	64
Close	24
Distant	8
Indifferent	2

Table 17: Father-child relationship

Rating	Frequency (In percentages)
Very Close	28
Close	32
Slightly Close	10
Very Close	8
Indifferent	6
Unspecified	12

Table 18: Parental interest in learners' lives

Rating	Frequency (In percentages)
Very Interested	78
Average	8
Slowly interested	8
Disinterest	4

Table 19: Areas in which parents show most interest

Area	Frequency (In percentages)
Scholastic Matters	42
Personal Matters	28
Social Matters	18
Religious Matters	10
Future Matters	38

Table 20: Parenting Style

Style	Frequency (In percentages)
Autocratic	18
Strict	26
Democratic	26
Understanding	62
Trusting	30

Table 21 : Parental Identification

Parental Resemblance	Frequency (In percentages)
Resemblance to Mother	64
Resemblance to Father	18
Both	12
Neither	2

It is evident from the above that learners share closer relationships with their mothers than with their fathers. It is also evident that parents generally show an interest in their children, in particular, about schoolwork. The parents also show a shift from the traditional autocracy to more understanding relationships. Seventy percent of the learners reported that they found it easy to communicate with their parents, especially their mothers.

An interesting finding, although not altogether surprising in view of the close relationship shared by the learners with their mothers is that 64% of the learners identified with their mothers.

6.2.1.3 **SECONDARY EDUCATION ENVIRONMENT**

6.2.1.3.1 **Socio-Economic Location of Schools**

The sample of schools was situated as follows:

Table 22: School Representation per location

<u>Location</u>	<u>Number of Schools selected for participation</u>
Rural	2
Sub-Urban	1
Urban	2

6.2.1.3.2 **School Curricula and Streaming of subjects**

All the schools followed the then Departmental stipulations in the chosen curricula. See Table 1.

The curricular offered appeared to be influenced by the following:

- (i) The socio-economic location of the school
- (ii) Type of school, i.e. whether single sex, co-educational or comprehensive
- (iii) Previous Departmental policies.

6.2.1.3.3 **Socio - Economic Location and Curriculum**

Schools in lower socio-economic rural areas offered fewer subjects than schools in the sub-urban areas and higher socio-economic urban areas with the latter that the learners from these schools had a wider choice of subjects to choose from (see Appendix D).

6.2.1.3.4 **Type of school and Curriculum**

The curriculum offered evidenced gender stereotypes. The absence of gender-typed craft subjects in single-sex schools was quite evident. However, in School C, a rural boys' school, technical subjects were not offered. These subjects were offered in both School B, a boys' school and school D, a comprehensive co-educational school. Reasons for such were not investigated.

6.2.1.3.5 **Departmental policies and curricula**

An examination of the curriculum offered revealed that despite the amalgamation of the different education departments, curricular offered still followed old Departmental stipulations, for example Afrikaans, is still optional in old Transkei Schools. It is compulsory in previously white schools and is optional in the previously D.E.T schools.

Streaming of subjects appeared to be in accordance with school capabilities, that is, schools offered as many streams as they were able to teach. Subject grouping appeared to follow departmental stipulations. The subject levels, that is whether higher grade or standard grade and how these would affect the learners' chances of matriculation exemption, were not examined.

6.2.1.3.6 **AVAILABILITY, UTILISATION AND EFFECTIVENESS OF GUIDANCE SERVICES**

a) **Availability**

Four of the sample schools had long-established guidance services. School C's guidance teacher rendered a voluntary service. According to the Regional Co-Ordinator of Specialist Services in the Northern Region $\pm 90\%$ of the schools in the Northern Region did not have proper guidance services.

b) **Utilisation**

In the sample schools with guidance services, the manner in which periods for guidance were used appeared to depend on who was responding to the question, for example, while 32% of the learners' thought that time was used for personal, educational and career guidance, 16% for educational guidance, and 4% for personal guidance only, 50% of the guidance teachers were of the opinion that learners utilised the service for personal guidance only while 66,7% thought the learners used the time mainly for career guidance.

c) **Effectiveness**

There was consensus among the guidance teachers and the Regional Co-ordinator of specialist services that guidance services were inadequate and ineffective, not only in the Region but in the Province as a whole. Despite guidance services being formally available in 80% of the sample schools, 66,7% of the guidance teachers were of the opinion that some learners were not aware of the service in their schools.

Another reason cited for ineffectiveness was the big numbers in schools, leading to a lack of individual attention.

The inadequacy of the service became evident when only 54% of the subjects reported having had subject choice guidance while only 50% of the teachers reported having prepared the learners' for both subject and career choice.

Reasons cited by the Regional Co-ordinator of Specialist Services for the inadequacy of services were as follows:

(i) **Inadequate staffing in the Education Support Centre**

The Education Support Centre is supposed to be a centre which assists schools with children with special needs and specialist needs like school guidance.

According to the Regional Co-ordinator of Specialist Services, the centre operated on a staff complement of four permanently appointed officials in 1997, two Regional Co-ordinators, the Senior Deputy Chief Education Specialist for Specialised Services and the Senior Deputy Chief Education Specialist for Specialist Services, Deputy Chief Education Specialist for remedial education and a Deputy Chief Education Specialist responsible for School Guidance Services. Five other personnel were seconded teachers whose salary scales had not been revised and faced an uncertain future as they had not been permanently appointed to their posts. Needless to say the morale of these teachers was at its lowest.

The envisaged team of specialists like Speech Therapists, Occupational Therapists and so on, to assist the teachers has not materialized.

(ii) **Inadequate Transport**

Not only was the Support Centre reported to be understaffed but there was one car to service approximately 2000 schools in the Region. The car was used interchangeably between Specialist Services and Specialised Services. Access to schools was therefore seriously impeded.

(iii) **Attitude of school principals**

According to the Regional Co-ordinator of Specialist Services, guidance did not receive priority in about in 90% of the schools in the region neither was it scheduled in the schools time-tables. The reason for its omission was its non-examination status. Only examination subjects were considered important. These were therefore seen as subjects warranting time allocation. Teachers appointed for guidance were often used to augment teachers of examination subjects.

The researcher also found out on her own that the centre was hardly known to both teachers and learners despite it having existed since 1996.

6.2.2 **Career Choice**

6.2.2.1 **Choice of preliminary careers**

Ninety-six percent of the learners had made their preliminary choices at the end of standard 9 (Grade 11).

6.2.2.2. **Plans to attain careers**

Sixty four percent of the learners planned to further their studies at Universities while 36% planned to do so in Technickons, 2% in a College of Education and 2% planned to look for a job.

6.2.2.3 **Fields of study aspired to**

The study sample was comprised of mostly Science learners. This was not done deliberately by the researcher. As the year was ending and Standard 10 (Grade 12) learners were busy with, their examinations, guidance teachers in the schools selected the participants in Grade 11 on the basis of their willingness to be part of the study. The results of the study reflect the fact that Science learners were the majority of the sample. Fifty eight percent of the subjects aspired to further their studies in the Natural Sciences field, 30% in the Human Sciences field and 40% in the Commercial Sciences field.

6.2.2.4 **Careers aspired to**

Fifty six percent of the learners aspired to careers in the health-related fields, namely, medicine, pharmacy and nursing, 40% aspired to business - related careers, 42% in social sciences (psychology, social work, journalism and law). Other science-related fields like engineering, architecture and meteorology attracted 24% of the subjects, while Art had 2%.

6.2.2.5 **Factors influencing career choice**

(a) **Subjects done in matric**

The determining factor for the choice of subjects was the usefulness in future. Seventy percent of the learners reported that this factor influence their subjects choice. An examination of careers aspired to reflect that 52% of the subjects had chosen their career choices on the basis of their matric subjects.

(b) **Status**

Although only 18% of the subjects agreed that this factor was important, the careers aspired to reflected the importance of this factor for their choices.

(c) **Salary / Remuneration**

As with status, few subjects (28%) thought this factor was important. However, the careers aspired to were high-status, high-salary careers.

(d) **Helping**

Fifty two percent of the subjects reported that they chose careers in which they would be able to help others as against 30% who valued self-fulfilment. It appears, therefore that the helping role of the African self might have been internalised by the majority of the subjects.

6.2.2.6 **The role of significant others**

(a) **Parents**

The subjects' parents appear not to have had a significant impact on their aspired careers. Only 26% of the subjects reported having been influenced in some way by their parents, 94% of the subjects reported that they made their own choices while only 4% had their choices made by their parents.

(b) **Teachers**

Teachers had no significant influence on career choice. Only 14% of the subjects reported being influenced by their guidance teachers.

6.2.2.7 **Gender Influence**

Although subjects were socialised to believe that boys and girls were different, only 14% thought that this aspect was related to career choice. All the subjects however reported that in choosing their careers this aspect had not influenced them.

6.2.2.8 **Current trend of career aspirations**

An examination of career aspirations of the subjects revealed that although both girls and boys aspired to high-status, high salary careers, there was little movement from the traditionally esteemed careers and helping was still predominant. Also, girls from rural areas still aspired to more traditional careers while girls from sub-urban and urban areas reflected the attitude of the learners about gender equality, that is, that careers were open to all sexes.

6.2.2.9 **Time Period for Making Choices**

Seventy eight percent of the subjects reported that the careers aspired to were their first careers. Thirty two percent had made their choices between ages 13 and 14, 36% had made them between 15 - 17 years, 20% between 11 and 12, 4% between 4 and 10.8% did not respond.

The researcher also sought to establish whether the subjects were ready to make this choices. For this purpose, the C.D.Q. was administered.

6.2.3 **Career Development Evaluation**

6.2.3.1 **Composition of the sample**

(i) **Standard / Grade**

The sample was composed of standard 9 (Grade 11) learners who had also completed the learners' general questionnaire.

(ii) Number of Participants

Out of the original 50 participants only 47 subjects availed themselves for the completion of the C.D.Q.

(iii) Gender

Both male and females participated in the study. The gender representation was as follows:

Boys : N = 24

Girls : N = 23

(iv) Language

The language of administration was English.

6.2.3.2 **Results**

The results of the career development questionnaire are as follows:

6.2.3.2.1 IPSATIVE INTERPRETATION

a) Self-Information

Table 23 : Scores and description of scores for individual schools for the self-information scale (All scores in all scales are classified according to the CDQ interpretation guidelines).

Interval	Midpoint (X)	Frequency (f)					Cumulative Frequency	Percentage (%)	Description
		School A	School B	School C	School D	School E			
15-20	17,5	5	7	3	5	2	22	44,68	Adequate
11-14	12,5	4	2	5	1	8	20	36,17	Can be improved
7-10	8,5	1	1	2	1	0	5	19,17	Inadequate
0-6	3	0	0	0	0	0	0		
								N=47	

Table 24 : Means and Standard deviation per school

	Mean (X)	Standard Deviation (s)
School A	1,46	3,11
School B	15,6	3,08
School C	13,2	3,19
School D	15,5	3,34
School E	11,4	2,77

In terms of the above table, only 46,68% of the subjects possessed adequate self- information while 36,17% needed to improve and 19,14% had inadequate self-information. The means of various schools indicate that subjects from school B and C had more adequate self-information than the rest of the subjects who needed to improve on this aspect. The standard deviations indicate that the subjects' self-knowledge is quite variable.

b) **Decision-making****Table 25 :** Scores and description of the scores for the individual schools on the decision-making scale.

Interval	Midpoint (X)	Frequency (f)					Cumulative Frequency	Percentage (%)	Description
		School A	School B	School C	School D	School E			
15-20	17,5	0	5	5	5	1	16	34,04	Adequate
11-14	12,5	9	2	1	1	5	18	28,29	Can be improved
7-10	8,5	1	3	4	1	4	13	27,66	Inadequate
0-6	3	0	0	0	0	0	0		
								N=47	

Table 26 : Means and Standard deviations

	Mean (X)	Standard Deviation (s)
School A	12,1	1,2
School B	13,8	3,95
School C	13,4	4,25
School D	15,5	3,34
School E	11,4	2,77

With regard to decision-making skills, once more the learners show unsatisfactory development. Thirty four percent had adequately developed skills, 38,29% needed to improve and 27,66% had inadequate decision-making skills.

(b) **Career Information****Table 27 :** Scores and description of the individual schools for the career information scale.

Interval	Midpoint (\bar{X})	Frequency (f)					Cumulative Frequency	Percentage (%)	Description
		School A	School B	School C	School D	School E			
15-20	16	5	10	6	5	6	32	68,08	Adequate
8 - 11	9,5	3	0	3	0	2	8	17,03	Can be improved
4 - 7	5,5	2	0	1	2	2	7	14,89	Inadequate
0 - 3	1,5	0	0	0	0	0	0	0	
								N=47	

Table 28 : Means and standard deviations per school

	Mean (\bar{X})	Standard Deviation (s)
School A	11,95	4,28
School B	16,00	0
School C	13,00	3,83
School D	13,00	4,74
School E	12,6	4,35

Career information is, according to the above table, adequate for the majority of the subjects. With the exception of subjects from school A, all the schools evidenced adequate career information although this varied quite significantly. All subjects from school B had adequate career information.

(c) **Integration of Self-Information and Career Information.****Table 29 :** Scores and descriptions of the scores for the integration of self-information and career information scales.

Interval	Midpoint (\bar{X})	Frequency (f)					Cumulative Frequency	Percentage (%)	Description
		School A	School B	School C	School D	School E			
15-20	17,5	4	8	1	4	5	22	46,08	Adequate
11-14	12,5	2	2	6	3	4	17	36,17	Can be improved
7-10	8,5	4	0	3	0	1	18	17,03	Inadequate
0-6	3	0	0	0	0	0	0	0	
								N=47	

Table 30 : Means and standard deviation per school

	Mean (\bar{X})	Standard Deviation(s)
School A	12,9	4,02
School B	16,5	2
School C	11,8	2,53
School D	15,34	2,47
School E	14,6	3,11

With regard to the integration of self-information and career information, the subjects, in general, had not integrated the information about themselves and the career world adequately. Table 29 shows that only 46% of the subjects had adequately integrated the information while 36,17% and 17,02 needed to improve and had inadequately integrated the information respectively. A comparison of the schools' means and standard deviations, shows that only subjects from schools B and D had adequately integrated the information. Once more only subjects from school A showed a lot of variability. The rest of the subjects needed to improve.

(d) **Career Planning****Table 31** : Scores, means, standard deviations and description of the scores for the career planning scale.

Interval	Midpoint (X)	Frequency (f)					Cumulative Frequency	Percentage (%)	Description
		School A	School B	School C	School D	School E			
13,20	16,5	3	80	3	3	1	18	38,29	Adequate
9-12	10,5	4	2	5	1	8	20	42,55	Can be improved
5-8	6,5	3	0	2	3	1	9	19,15	Inadequate
0,4	2	0	0	0	0	0	0	0	
								N=47	

Table 32 : Means and standard deviations per school

Mean (\bar{X})		Standard Deviation(s)
School A	11,1	3,90
School B	15,3	2,3
School C	11,5	3,6
School D	11,36	5,26
School E	10,7	2,27

Table 31 indicates that only subjects from school B had adequately planned their careers. While subjects from school D were in a much stronger position than subjects from schools A, C and E, as indicated by their mean scores for the self-information, decision making, career information and integration of self-information and career information, they have not been able to translate their strength into career plans. In fact, they showed more variability in planning their careers than the rest of the subjects. Generally, career planning was less than adequate in 38.29% of the subjects while 42.55% and 19.15% needed to improve and had inadequate career planning skills, respectively.

(e) **Means and Standard deviations for the different schools per scale**

A summary comparison of the different schools according to their average performance in the different scales is presented in the following table:

Table 33 Interschool comparison according to scales.

Scale	School A		School B		School C		School D		School E	
	\bar{X}	s	\bar{X}	s	\bar{X}	s	\bar{X}	s	\bar{X}	s
Self-information	4,6	3,11	15,6	3,08	13,2	3,19	15,5	3,34	11,4	2,77
Decision-making	12,1	1,2	13,8	3,95	13,4	4,25	15,5	3,34	11,4	2,77
Career information	11,95	4,28	16,0	10	13	3,83	13	4,74	12,6	4,35
Integration of Self and career information	12,9	4,02	16,5	2	11,8	2,53	15,34	2,47	14,6	3,11
Planning	11,9	3,90	15,3	2,4	11,5	3,6	11,36	5,26	10,7	2,27

The above table summarises the results of the performance of various schools on the different scales, as discussed above.

Once more the stronger position of schools from higher SES areas is evident as is the lower career developmental level of girls as opposed to boys.

(f) **Means and standard deviations for the whole sample according to scales**

Tables 34 : Inter-scale comparison (whole sample)

Scale	\bar{X}	s	
Self-information	14,41	3,12	can be improved
Decision-making	13,1	3,55	can be improved
Career information	13,33	4,06	adequate
Integration of self information	14,16	3,42	can be improved
Career planning	12,03	3,81	can be improved

According to Table 34 and following the CDQ interpretation guidelines, all but the career information scale which evidenced adequate possession of career information, needed improvement. Generally, as can be deduced from above, the level of career development of the sample learners was not adequate. More attention was necessary to equip them with self-knowledge, decision-making skills, the ability to personalise the information (integration of self information and career information) and the ability to plan their careers.

According to the above table and following CDQ interpretation (see page 136) subjects from schools B and D had adequate self-information while subjects from schools A, C and E needed to improve on this aspect.

With regard to decision-making skills, only subjects from schools D and A appeared to have developed this aspect while the rest of the subjects needed to acquire more decision-making skills.

Career information was adequate for subjects from schools B, C, D, E while subjects from school A just needed to improve.

With regard to integration, once more, only subjects from schools B and D had adequately integrated self-information and career information while the rest of the subjects needed to improve.

While subjects from school D appeared more or less equally developed as those from school B, the stronger position that they had over schools A, C and E was not converted into clear career plans. Only subjects from school B evidenced adequate career planning while the rest of the subjects needed to improve on this aspect.

(g) **Socio-economic location of the school and career development**

Table 35 : Self-information according to the location of the schools, per scale. Low-socio-economic location (schools A&C)

Interval	Midpoint (X)	Frequency (f)	Percentage (%)	Description
15-20	17,5	8	40	Adequate
11-14	12,5	9	45	Can be improved
7-10	8,5	3	15	Inadequate
0-6	3	0	0	
		N = 20		

$$\bar{X} = 13,9 \quad S = 2,99$$

Table 36 : Self-information - Higher SES areas

Interval	Midpoint (X)	Frequency (f)	Percentage (%)	Description
15-20	17,5	14	51,85	Adequate
11-14	12,5	11	40,74	Can be improved
7-10	8,5	2	7,40	Inadequate
		N = 27		

$$\bar{X} = 14,79 \quad S = 2,98$$

The above tables indicate that in comparison to schools situated in low socio-economic areas, subjects from higher social economic areas have adequate self-information. An examination of the average level of development on the scale reveals that both groups however need to improve.

Table 37: Decision-making - Low SES area

Interval	Midpoint (X)	Frequency (f)	Percentage (%)	Description
15-20	17,5	5	25	Adequate
11-14	12,5	10	50	Can be improved
7-10	8,5	5	25	Inadequate
0-6	3	0	0	
		N = 20		

$$\bar{X} = 12,75 \quad S = 3,19$$

Table 38: Decision-making - Higher SES areas

Interval	Midpoint (X)	Frequency (f)	Percentage (%)	Description
15-20	17,5	11	40,71	Adequate
11-14	12,5	8	29,62	Can be improved
7-10	8,5	8	29,62	Inadequate
0-6	3	0		
		N = 27		

$$\bar{X} = 13,35 \quad S = 3,77$$

The above tables show that both groups have less than adequate decision-making skills, the subjects from the rural low socio-economic status more so than the subjects from the higher socio-economic area. Generally, all round improvement is necessary.

Table 39: Career information - Low SES area

Interval	Midpoint (X)	Frequency (f)	Percentage (%)	Description
15-20	16	11	55	Adequate
8-11	9,5	6	30	Can be improved
4-7	5,5	3	15	Inadequate
0-3	1,5	0	0	
		N = 20		

$$\bar{X} = 12,47 \quad S = 4,09$$

Table 40: Career information - Higher SES areas

Interval	Midpoint (X)	Frequency (f)	Percentage (%)	Description
12-20	16	21	77	Adequate
8-11	9,5	2	7,41	Can be improved
4-70	5,5	4	14,81	Inadequate
0-0	1,5	0		
		N = 27		

$$\bar{X} = 13,96 \quad S = 3,91$$

From the above tables, it appears that subjects from higher social areas possess more adequate career information than those from the lower socio-economic area. Generally, subjects in the sample had adequate career information.

Table 41: Integration of self-information and career information - Low SES area

Interval	Midpoint (X)	Frequency (f)	Percentage (%)	Description
15-20	17,5	5	25	Adequate
11-14	12,5	8	40	Can be improved
7-10	8,5	7	35	Inadequate
0-6	3	0		
		N = 20		

$$\bar{X} = 12,35 \quad S = 3,38$$

Table 42: Integration of self-information and career information - Higher SES areas

Interval	Midpoint (X)	Frequency (f)	Percentage (%)	Description
15-20	17,5	17	62,96	Adequate
11-14	12,5	9	33,33	Can be improved
7-10	8,5	1	3,70	Inadequate
0-6	3	0		
		N = 27		

$$\bar{X} = 15,5 \quad S = 2,71$$

The above tables indicate that subjects from higher social areas have, in general, adequately integrated self-information and career information. Only a few of the subjects from the rural low socio-economic area had managed to integrate the knowledge they had acquired about themselves and the career world. Improvement is needed in this aspect from the subjects from the low socio-economic area.

Table 43: Career planning - Low SES area

Interval	Midpoint (X)	Frequency (f)	Percentage (%)	Description
13-20	16,5	6	30	Adequate
9-12	10,5	9	45	Can be improved
5 - 8	6,5	5	25	Inadequate
0-4	2	0		
		N = 20		

$$\bar{X} = 11,3 \quad S = 3,76$$

Table 44: Career planning - Higher SES areas

Interval	Midpoint (X)	Frequency (f)	Percentage (%)	Description
13-20	16,5	12	44,44	Adequate
9-12	10,5	11	40,74	Can be improved
5-8	6,5	4	14,81	Inadequate
0-0	1.5	0		
		N = 27		

$$\bar{X} = 12,57 \quad S = 3,75$$

It appears that although the subjects from the higher social areas are generally more career developed than those from lower socio-economic areas, they are as incapable of implementing the knowledge to plan their careers as subjects from the low social area. Their career planning is slightly better than that of subjects from the rural disadvantaged area. Both groups need to be helped to plan their careers more effectively.

(h) Gender and Career Development

Table 45: Comparison of boys and girls in the self-information scale.

Interval	Midpoint (X)	Frequency (f)		Percentage (%)		Description
		Boys	Girls	Boys	Girls	
15-20	17,5	12	10	50	43,48	Adequate
11-14	12,5	8	12	33,33	52,17	Can be improved
7-10	8,5	4	1	16,67	4,34	Inadequate
0-6	3	0	0			
		N=24	N = 23			

Table 46 : Means and standard of deviations per gender : self-information

	\bar{X}	S
Boys	14,83	3,43
Girls	14,5	2,97

According to the above table, boys posses slightly more adequate information than girls. Both groups however need to improve.

Table 47: Comparison of boys and girls on decision making.

Interval	Midpoint (X)	Frequency (f)		Percentage (%)		Description
		Boys	Girls	Boys	Girls	
15-20	17,5	13	30	54,17	13,04	Adequate
11-14	12,5	3	15	12,5	65,21	Can be improved
7-10	8,5	8	5	33,33	21,74	Inadequate
0-6	3	0	0			
		N=24	N=23			

Table 48 : Means and standard deviations per gender : Decision making

	\bar{X}	s
Boys	13,83	4,12
Girls	12,28	2,59

From the above, it appears that in general, boys have more adequate decision-making skills than girls but both groups need to be helped to acquire more skills. Also, although boys generally possess more skills than girls, the standard deviation is also higher, indicating a higher variability in their decision-making abilities.

Table 49: Comparison of boys and girls in career information.

Interval	Midpoint (X)	Frequency (f)		Percentage (%)		Description
		Boys	Girls	Boys	Girls	
12-20	16	18	14	75	60,87	Adequate
8-11	9,5	3	5	12,5	21,74	Can be improved
4-7	5,5	3	4	12,5	17,39	Inadequate
0-3	1,5	0	0	0		
		N=24	N = 23			

Table 50 : Means and standard deviations per gender : Career information

	\bar{X}	s
Boys	13,88	3,81
Girls	12,76	4,84

Although both groups possess adequate career information, boys have an edge in comparison to girls.

Table 51 : Integration of self-information and career information per gender.

Interval	Midpoint (X)	Frequency (f)		Percentage (%)		Description
		Boys	Girls	Boys	Girls	
15-20	17,5	12	10	50	43,48	Adequate
11-14	12,5	9	8	37,5	34,78	Can be improved
7-10	8,5	3	5	12,5	21,74	Inadequate
0-6	3	0	0			
		N=24	N = 23			

Table 52 : Means and standard deviation per gender : Integration self-information and career information

	X	s
Boys	14,5	3,24
Girls	13,8	2,55

Once more, boys are slightly more developed than girls. In general, both boys and girls need to integrate the information they have about themselves and the career world more in order to be able to turn it to useful knowledge that can be used to plan careers.

Table 53: Career planning - boys and girls.

Interval	Midpoint (X)	Frequency (f)		Percentage (%)		Description
		Boys	Girls	Boys	Girls	
13-20	16,5	13	5	54,17	21,74	Adequate
9-12	10,5	7	13	29,17	56,52	Can be improved
5-8	6,5	4	5	16,67	21,74	Inadequate
0-4	2	0	0			
		N=24	N = 23			

Table 54 : Means and standard deviations per gender : Career planning

	\bar{x}	s
Boys	13,08	3,94
Girls	10,93	3,33

The above indicates that in general boys plan their careers more adequately than girls. The standard deviation however points to much higher variability for boys than is the case for girls, who mostly need to be helped to improve their career planning.

6.2.3.2.2 **NORMATIVE INTERPRETATION**

In order to find out how the regional sample compared to the national sample, a comparison of the results obtained for the different scales to those obtained by the national sample, was done. As they were in standard 9(Grade 11) at the time of the evaluation, these scores were compared to both Grade 10's and Grade 12's in the national sample.

(a) Comparison of the Regional Sample means and standard deviations with the National Sample according to scales

Table 55: Comparison of the Regional Sample with Grade 10 (Std.8) and Grade 12 (Std. 10) learners according to scales.

Scale	<u>Sample</u> <u>(N=47)</u>		<u>Grade 10</u>		<u>Grade 12</u>	
	\bar{X}	s	\bar{X}	s	\bar{X}	s
Self-information	14,41	3,12	14,52	2,71	15,23	2,43
Decision-making	13,1	3,55	14,55	2,94	15,46	2,78
Career-information	13,33	4,06	11,97	3,46	13,46	3,34
Integration of Self-information with career information	14,16	3,42	14,41	3,05	15,48	2,73
Career planning	12,03	3,81	12,66	3,10	14,12	3,05

As can be seen from table 55, the sample learners were more at par with Grade 10's than Grade 12's. While the sample results indicate a need for overall improvement, as was the case with the national sample of Grade 10's the national sample of Grade 12's showed adequate development in all areas. They were thus career mature and therefore ready to make career choices. The regional sample on the other hand, was not adequately developed and needed intervention, perhaps career guidance in order to be fully prepared to make informed choices. As the sample was comprised of Grade 11 learners, it is understandable that they were less mature than the Grade 12 national sample. They still had another year to engage in the career development process.

(b) **Comparison of the Regional Sample with the National Sample according to gender**

Table 56: Comparison of the sample boys with the National Sample of boys according to scales.

Scale	<u>Regional</u> <u>Sample Boys</u> <u>(N=24)</u>		<u>National</u> <u>Sample Boys</u> <u>(N = 2531)</u>	
	\bar{X}	S	\bar{X}	S
Self-information	14,33	3,43	14,65	2,64
Decision-making	13,88	4,12	14,94	2,91
Career-information	13,88	3,81	12,53	3,53
Integration of Self-information with career information	14,5	3,24	14,77	2,98
Career planning	13,08	3,94	13,15	3,18

The above table indicates that compared to the national sample, the subjects were not worse off. The above table reveals that both groups needed overall improvement.

Table 57: Comparison of the sample girls with the National Sample of girls according to scales.

Scale	Regional Sample Girls (N=23)		National Sample Girls (N= 2819)	
	\bar{X}	S	\bar{X}	S
Self-information	14,5	2,97	15,03	2,55
Decision-making	12,28	2,59	15,04	2,89
Career-information	12,76	4,84	12,82	3,44
Integration of Self-information with career information	13,8	3,55	15,04	2,90
Career planning	10,93	3,33	13,53	3,16

With the exception of career information for which the regional sample of girls evidenced adequate information and for which they fared as well as the national sample, all other areas showed less development. As can be seen from above, the National Sample showed adequate self-knowledge, decision-making, integration of self-information with career information and career planning. The regional sample of girls needed to improve in all these areas. They were therefore less career mature than the national sample of girls.

6.3 QUALITATIVE INTERPRETATION

6.3.1 Results of career development questionnaire

The analysis of the scores of the subjects on the different scales revealed the following:

- (i) Subjects possess inadequate self-information.
- (ii) Subjects possess inadequate decision-making skills.
- (iii) Subjects possess adequate career information.
- (iv) Information possessed by the subjects about themselves and the career world has not been adequately integrated.
- (v) Subjects did not plan their careers adequately.
- (vi) The general level of career development is not adequate for career choice, that is, subjects are generally not ready to make career choices.
- (vii) The level of career readiness varies directly with the location of the school
 - * Subjects from low socio-economic areas possess less knowledge about themselves than subjects from higher socio-economic areas.
 - * Subjects from low socio-economic areas have acquired less decision-making skills than subjects from higher socio-economic areas.
 - * Subjects from lower socio-economic areas possess less career information than subjects from lower socio-economic areas and have poorly integrated the information they have about themselves than subjects from higher socio-economic areas.

- * Career planning is generally inadequate for both subjects from low socio-economic areas and subjects from higher socio-economic areas. Subjects from higher socio-economic areas are however slightly better in planning their careers than those from lower socio-economic areas.
- * Generally, subjects from higher socio-economic areas are more career mature than those from lower socio-economic areas.

(viii) Gender is related to the level of readiness to make a choice:

- * Boys possess more adequate self-information than girls.
- * More boys possess more adequate decision-making skills than girls.
- * More boys than girls integrated self-information and career information.
- * Boys generally plan their careers more adequately than girls.
- * Boys are more career mature than girls.

(ix) The sample learners' career maturity level is below the national norm.

6.3.2 **CAREER CHOICE AND INFLUENCING FACTORS**

The Northern Region is predominantly rural with a scattering of factories and consequently very few career opportunities in the private sector. The parents' occupations might be reflecting this aspect. Not only are career opportunities scanty, but occupational socialisation is also limited. Exposure is predominantly gender oriented. The government is the main source of livelihood. There is a clear dependence on the social services sector reflecting past trends of helping (profession/semi-professional) careers.

Most families are "middle class", both parents work mostly outside the home but in traditionally male and traditionally female careers, thus providing traditional occupational socialisation. However there is more exposure to additional role models, albeit incidental, to urban and sub-urban subjects through television and possibly other role models in their communities. In both cases groups, however, traditional sex-role stereotypes as evident in parents' occupations did not influence career aspirations and choice.

Subjects, in general, had access to sources of career information like the school guidance services, the school support centre, libraries, television and radios. However, all these sources were used minimally.

There is an evident change in child-rearing practices. This is shown by a shift from the traditional autocracy in homes to a more relaxed parenting style providing for decision-making in the offspring. It is also evident that fathers play a significantly lesser role than mothers do and that the subjects identify more with the mothers. The former might have resulted in more independent subject choice and career choice decisions. There is also no evidence of a significant parental role in both subject and career choices.

In terms of schooling, there were marked differences between subjects from rural areas and subjects from sub-urban and urban areas as well as between single-sex schools. Schools from rural areas were markedly different from schools in sub-urban and urban areas in terms of facilities, curricula and support services. Similarly curricula offered in single-sex schools evidenced gender stereotypes. Both these aspects disadvantaged the subjects from the areas.

In spite of the above, the following were evident:

- (i) Both boys and girls had made their choices.
- (ii) Girls from the sub-urban and urban schools had shifted from traditional careers to more a typical careers.
- (iii) All boys were highly ambitious irrespective of type of school, location or faculties. Their choices were however typical male careers.
- (iv) Matric subjects were greatly influential to career choice.

- (v) Sex-role stereotypes were significant for girls from rural areas only, despite the fact that girls from these areas, much as the rest of the sample claimed not to be influenced by these.
- (vi) Being of service to others is still paramount to all the subjects.
- (viii) Other factors like the salary, status and authority were implicitly related to career choices.
- (ix) The parents and teachers appeared to play a non-significant role.
- (x) Generally, gender stereotypes also played a little role in career choices.

6.4 **SYNOPSIS**

The analysis of the general questionnaires and of the career development questionnaire has revealed a lot about the subjects' circumstances, their level of development and the factors that might influence the eventual choice of a career. It has been established that the learners make their career choices during their schooling years and that they may not be mature enough to make those careers. Factors that might influence both subject choices and readiness to make choices have been established.

These findings, together with the findings of the literature study, will be pursued in Chapter 7. Conclusions will be drawn and recommendations will be made.

CHAPTER 7

FINDINGS, CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

The chief aim of the study was to establish how the pupils in the Northern region of the Eastern Cape arrive at their career choices. The influence of the school and the family as educational institutions which facilitate career development, was investigated. Factors that are at play at the time that the young person actually commits himself and herself to a career were also examined.

To enable the researcher to attain the above goals, a literature study was undertaken to determine what was previously unearthed about the process of career choice. An empirical investigation then followed with a view to understanding the situation of the learners.

In Chapter 1, an analysis of the problem and the formulation of the problem and the aims were undertaken.

Chapter 2 looked at the development of career choice. The exploration was focused mainly on how self-knowledge and career knowledge, as the building blocks of career choice are acquired and how career development and maturity influence a learner's choice of career.

In Chapter 3 the role of the family in the development of choice was examined. The influence of the family at the actual time of commitment was also investigated.

Chapter 4 examined the influence of the school on career choice.

In Chapter 5, the method of research and exploration media were set forth.

Chapter 6 presented the results of the empirical investigation.

This chapter will present a summary of findings from the literature study and from the empirical investigation. Conclusions will also be drawn and recommendations made.

7.2 **FINDINGS**

7.2.1 **Findings of the preliminary review**

7.2.1.1 **Theoretical foundations**

The preliminary review of literature in Chapter 1 revealed that various theories have been formulated to explain the process of career decision making and choice (paragraph 1.4).

Such theories date back from Parsons' (1909), Trait and Factor theory to other proponents of the psychological factors as the main determinants of career choice (Super 1953, 1957; Roe 1956; Holland 1959, 1966, 1973a; Bordin 1961, Gottfredson 1981).

The psychological perspective to career choice assumes that the individual has some freedom in the choice of an occupation and that the choice is determined primarily by the characteristics of functioning of the individual and is indirectly influenced by the environment the person lives in (paragraph 1.4.1).

Other approaches are the situational perspectives and the development perspectives:

- The situational perspective (paragraph 1.4.2) emphasises the importance of social and economic conditions in career development and choice. According to this approach, a person is steered by social factors towards an occupational role (paragraph 1.4.2). Such social factors as the family and the school (Bratcher 1982; Friesen 1986; Nwanchuku 1992); the economic conditions (Stern 1979; Hotchkiss and Borrow 1990) and pure choice (Miller and Form 1951; Caplow 1954; Nagel 1961; Bandura 1982); are directly responsible for the choice of the career which will be eventually entered.
- The developmental approach (paragraph 1.5) emphasises the fact that choosing a career is a culmination of a life-long process of getting to know oneself and the environment, mastering necessary tasks and engaging in certain roles in preparation for choice (Ginzberg et al 1951; Super 1953 1957, 1980; Tiedeman & O'Hara 1963; Krumboltz 1979; Gollfredson 1981; Pryor 1985). This process of being intentionally involved, orientating oneself to the environment through assigning meaning to what happens around oneself and experiencing feelings related to one's interactions leads to self-awareness and awareness of what the world of work can offer. The integration of this personal knowledge and career knowledge enables an individual to effectively plan his career.

7.2.1.2 **Research studies : findings**

7.2.1.2.1 **Personal factors**

Personality (Holland 1959, 1966, 1973a, 1985a; Rosenberg et al (in Moore 1983; Myers 1993); needs (Biesheuvel 1962; McClelland et al in De Broize 1980; Osuji 1976; Breger 1976; Kendall 1977; Hall 1978; 1980; Thomas et al 1979; Smith 1980; De Broize 1980; Visser 1982; Maesela 1994), interest (Tunmer 1972; Shannon 1975; Erwee 1981; Cloete 1981); values (Rosenberg 1957; Morton-Williams 1966; McSweeney 1971; Denga 1988) and intelligence (Jacobs et al 1985; Dusek 1987); all influence the choice of a career. These factors, which enable the person to know who he is, that is, by which he identifies himself, form one cornerstone of career readiness. Such knowledge enables the person to establish his true identity (paragraph 2.2.1)

Personal factors identified in research studies about factors influencing the career choices of blacks in South Africa have been needs-related. The need for achievement and the need to be useful to others have been the overriding factors in the past (Breger 1976; Visser 1978, 1982; Smith 1980). Closely related to the need for achievement has been the need to avoid poverty (paragraph 1.3.1)

Values have also been found to have played an important part. The helping attitude has previously found expression in the preference for the social services Sector. For men, in particular, the status of the occupation has been an important determinant for the choice of such an occupation while women have been found in helping but low status careers (Tunmer 1972; Shannon 1975; Breger 1976; Hall 1978, 1980; Visser 1978; Erwee 1981; Cloete 1981). The value placed upon high status helping professions has been evident in the preference for the medical orientations and law while the low status accorded to technical education and careers requiring technical orientation was shown by the avoidance of studies related to this field (paragraph 1.3.1).

Similar results with regard to the importance of the above factors among blacks have been reported (Biesheuvel 1962; Osuji 1976; Thomas et al 1979).

Another important factor closely related to the process of choice is career development that a person has to engage himself or herself in, in preparation for eventual choice making, which requires that he be career mature. Career maturity presupposes that certain developmental tasks have been mastered by the adolescent or young person on the verge of committing himself or herself to a career (paragraph 1,5 and 2.2 and 2.3).

Such tasks involve:

- i. Getting to know oneself or forming an identity (Ginzberg 1951; Super 1957; Vrey 1979; Oosthuizen & Petrick 1985; Langley et al 1996).
 - The knowledge of one's abilities, aptitudes, interest, personality, longings, and so on, has been found to be a developmental process which comes about through awareness, exploration and personalisation or the integration of self-knowledge with career knowledge (Paragraph 2.2). Exploration as a way of getting to know oneself requires that the person gets involved intentionally in trying to find out his true identity, assigns meaning to what goes on around him and experiences within himself feelings about his interaction with his environment. Only when a child understands himself in terms of a variety of constructs will he be able to know who he really is (Oosthuizen 1985) and will he be able to take action.
- ii. Acquiring decision-making skills (Ginzberg et al 1951; Super 1953; Tversky 1972; Krumboltz 1979; Goltfredson 1981; Gati 1986; Langley et al 1996).
- iii. Acquiring knowledge about the world of work (Tiedeman 1961; Tversky 1971; Gati 1986; Langley et al 1996).

Not only does the child need self-awareness in order for him to actualise his formed identity in a career, he needs to know what is in store for him in the career world. He needs to know what opportunities are available, what personal attributes are required in particular to careers, the entry requirements in terms of education and skills and whether he can create new possibilities for himself.

In order to be able to acquire such knowledge, he needs to speak to people in various careers, to seek advice from experts who can advise him about careers, and to read and to visit potential work places (paragraph 2.3).

- iv. Successful integration of self-knowledge and career knowledge (Oosthuizen 1985; Langley et al 1996)
- v. Implementation of the knowledge in career planning (Ginzberg et al 1951; Super 1953; Krumboltz 1979; Gottfredson 1981; Oosthuizen 1985; Langley et al 1996).

7.2.1.2.2 **External factors**

With regard to external factors, the following factors have been found to be influential :

(i) Family factors

Factors within the family system found to have an influence on career choice are:

- Family process variables, incorporating family socialisation and sex-role stereotypes (Albrecht 1973; Schulenberg et al 1984; Denga 1988; Bell 1989; McRae 1990); parental and social role models (Broverman et al 1972; Schulenberg et al 1984; Maesela 1994); family structure and parent-child interaction patterns (Bratcher 1982; Friesen 1982; Denga 1988; Hartman and Hartman 1987) (paragraph 3.22).
- Location of the family in the broader social context, incorporating the family's socio-economic status (SES) (Osuji 1976; Rodman & Voydanoff 1978; Thomas et al 1979; Spence 1982; Maesela 1994); parental educational attainment (Broverman et al 1972; Weitz 1977; Kutner & Brogan 1979; Auster & Auster 1981; Schulenberg et al 1984 (paragraph 3.21) and parental occupational attainment.
- The size of the family (Schulenberg et al 1984) (paragraph 3.2.2)

(ii) Secondary education factors

Factors like the school curriculum, gender - typing of subjects (Matsebatlela 1980; Schraibman 1990); choice of subjects (Matsebatlela 1980; Schraibman 1990); the socio-economic location of the school (Schraibman 1990) and related factors like resources (Hickson & White 1989; Engelbrecht 1989; Beggs 1990; Smith 1992; Mabena 1994), all contribute to the level of career maturity of learners and determine the eventual choice of a career. The role played by teachers is inconclusive (Jones 1980; Havighurst; Neugarten in Moore 1983; Lynch & Ramsay 1985; Furlong 1986; Diamond 1987; Bell 1989; McRae 1990 (paragraph 4.3).

(iii) Economic factors

Economics influence choice by determining the affordability of education and the quality of education received by a person (paragraph 1.3.2.2). The number and nature of employment opportunities available at the time that the person leaves school; immediate and future earnings; skills possessed by the person, size and geographical location of industries and organised labour also determine access to aspired careers and determine the career that will be entered in eventually (Stern in Krumboltz 1979; Hotchkiss & Borrow 1990).

7.2.2 **The role of self-knowledge and career knowledge**

Career developmental theories (paragraph 1.5) have pointed out the need for a process of getting to know oneself and the world of work. The importance of choosing a career based on a well-developed personal identity and a developed career identity, has been clearly discussed in paragraphs 2.2 and 2.3.

It has become evident that for a person to be career ready or career mature (paragraph 1.3.1a), certain career developmental tasks have to be attained following a conscious as well as sometimes unconscious initiation into the self as well as the career world. This process, which involves, exploration of the self and the outside world through being intentionally involved (and incidentally influenced) and attributing meaning to situations and experiences, leads to the formation of the self-concept which, among other factors, shapes the person's identity which is later actualised in a career. Exploring the career world enables a person to be aware of what is on offer and where he can fit in as a person, as different environments need different attributes.

It is therefore crucial that a person not only explore and develop an identity or becomes aware of different careers but that he integrates the information about himself and the career world and arrive at a picture of himself in the career world through knowing who he is, what his interests are and what his capabilities are. A proper career identity, which is used to plan future activities, for example, education and training, entry point in careers, and so on, is therefore crucial for deciding on a career and comes about as a result of knowing oneself and knowing the world of work.

As adolescence is a stage during which a person has to make career-related decisions, it is therefore essential that he be encouraged and assisted in getting to know himself and the careers available if he is to make realistic career choices. Often, learners are unable to decide on a career at the end of their school careers. Reasons for such are listed on page 56.

7.2.3 **The family's influence on career development and choice**

Factors within the family system which influence career development and choice have been identified. These are :

7.2.3.1 **Family process variables**

7.2.3.1.1 **Socialisation** (paragraph 3.2.2.1)

Socialisation in homes and in the community creates and engenders **sex-role** expectations. The sex-role stereotypes lead to different sexes choosing sex-compatible careers (Albrecht 1973; Schulenberg et al 1984; Denga 1988; Bell 1989; McRae 1990).

Occupational socialisation also takes place through occupational role models provided by parents and other members of the community. The **exposure** provided to the young about certain careers provides opportunities for them to further explore them and decide whether they are suitable for them or not. A **working mother**, in particular, not only provides an occupational role model but socialises the young to the alternative role of worker rather than to the traditional role of homemaker. This has an effect of leading to higher aspirations in both male and female children. It also leads to male children perceiving little differences between themselves and female children (Broverman et al 1972; Schulenberg et al 1984; Maesela 1990), an advantage to males and females wanting to enter traditionally sex-typed careers.

7.2.3.1.2 **Family structure and family interaction patterns**

How the family conducts itself and how the family members interact with each other plays an important role in identity formation and readiness to commit oneself to a career (paragraph 1.4.2.1).

The family's set of principles and rules, myths, beliefs and tradition provide boundaries within which a child can develop and negotiate a career path (Bratcher 1982, Friesen 1982). **Parental traditional values, family stereotyping** of occupations across gender lines and **religious convictions**, all exert a strong influence on the choice of a career (Denga 1988). Day-to-day interaction with family members also affords the ability to make decisions. Eigen et al (1987) identify two systems which foster or delay decision-making (paragraph 6.4.2.1).

- a **flexible structure** accompanied by strong emotional attachments or an authoritarian structure accompanied by emotional bonding which promotes freedom. This system fosters stable decision-making.
- a **too loose or too tight** family characterised respectively by detachment or enmeshment leads to stunted growth which manifests itself through delayed decision-making. In this system, family members are not really interested in what goes on in each other's lives, and the young lack proper guidance or they are too involved in each other's lives to allow for individual growth.

As a well-developed identity is necessary for career choice, it being the identity that is actualised in the chosen career, the latter system endangers chances of such development and may consequently lead to unrealistic career choices.

Interaction between individual parents and their children also affects choice (paragraph 3.2.3.4.1).

Generally, **effective adolescent-parent** relations lead to independence. In such a relationship, the adolescent experiences stability, support, love, acceptance and warmth. These factors enable him to take risks to explore, to try out his abilities and to make decisions without fear of rejection or reprisals (Vrey 1979). Identity formation thus takes place.

A close relationship with a working mother has been found to lead to high aspirations for both sons and daughters (Schulenberg et al 1984).

While close relationship between a female child and her father leads to socialisation into traditionally male careers and may lead to the daughter not only developing high aspirations but to her choosing non-traditional careers (Weitz 1977; Auster & Auster 1981) in her quest to accomplish as much as her father (Hennig 1974; Standley & Soule 1974; Kutner & Brogan 1979), a close relationship between a father and a son on the other hand leads to high occupational transmission and high aspirations (Mortimer 1974; 1976).

7.2.3.2 **Location of the family in the broader social context**

7.2.3.2.1 **Socio-economic status** (SES paragraph 3.2.1.1)

SES affects career development and choice by determining the educational opportunities of children:

- (i) How long a person stays at school.
- (ii) Where the person gets his education and the quality of such education.
- (iii) Opportunities for development, role models, stimulation and resources which enable self and career exploration.

SES however does not lead to different aspirations among children from different social classes. Studies reveal that SES has a positive effect on aspirations - irrespective of the social class to which the child belongs (Osuji 1976; Rodman & Voydanoff 1978; Spence 1982). However, occupational attainment, closely associated with educational opportunities, depends directly on SES, with children from higher classes achieving more because their parents could afford to keep them longer in school and provide quality education for them.

While children from higher social class families aspire to high levels because of their SES, black children, irrespective of whether they come from rich or poor families, aspire to higher levels of achievement and are encouraged to achieve better than their parents (Maesela 1994), so as to avoid poverty (Osuji 1976; Thomas et al 1979, Maesela 1994) and to sustain the communal lifestyles of the families (Maesela 1994).

7.2.3.2.2 **Educational attainment of parents**

The educational level of parents, a factor also closely associated with SES also influences choice. Change of attitude regarding traditional sex roles comes about as a result of the educational level of parents. The lower the educational level of parents, the more likely that a career will be viewed as more suitable for men or women only. This has been found to be the case irrespective of the social class of parents (Albrecht et al 1976) (paragraph 3.2.3.2).

7.2.3.2.3 **Family size**

Family size is inversely proportional to career choice. The larger the family, the higher the chances of leaving school quite early so as to provide for other family members and the lower the status in a career that a person will achieve (paragraph 3.2.1.2).

7.2.3.2.4 **Single parenthood**

Studies reveal conflicting results about the influence of a single-parent family. Some studies (Rosenthal 1979) reveal that an absent father adversely affects vocational aspirations while others (Gurrin & Epps 1975) found that girls from mother - only families tend to have higher career aspirations and desire high ability employment in unconventional fields (paragraph 3.2.3.1).

7.2.4 **The school and career development and choice**

The secondary education system influences choice in the following ways:

7.2.4.1 **The school Curriculum** (paragraph 4.2 and 4.5)

The curriculum offered in a particular school, subject levels or grades and the streaming of subjects all combine to influence the field of study that will be chosen later, entry into institutions of higher learning, and subsequently the career that will eventually be chosen.

Sex-typing of subjects which becomes quite evident in single-sex schools limits chances of getting into unconventional fields by excluding the subjects with extreme gender associations, particularly craft subjects, from the curricula of the schools.

The association of certain subjects with high levels of difficulty and or masculinity, for example, science and mathematics, discourages girls in particular from taking these subjects as their chances of exploration and manipulation were limited from early childhood. This self-defeatist attitude acquired through socialisation at home and at school, serves to exclude a large number of children from doing such subjects.

Exclusion from certain subjects through gender-typing or through the difficulty associated with those subjects, leads to exclusion from careers requiring such subjects (Matsebatlela 1980, Schraibman 1990).

7.2.4.2 **Subject choice**

Learners are required to make choices as early as grade 8 (Standard 6). At times, these choices are irrevocable. An uniformed choice of subjects, which is usually based on scholastic performance only and encouraged sometimes by both teachers and parents can have serious repercussions for career choice (paragraph 4.2.1).

7.2.4.3 **The socio-economic location of the school**

School curricular offered are usually determined by the needs of the community and the resources available in the community. Capital resources, in particular, play an important role in the teaching of certain subjects. Such resources as libraries, laboratories and electricity are crucial for quality education. They are sadly lacking from schools from low social classes. The lack of the resources puts rigid restrictions on learners' subject choices too (Schraibman 1990). In such schools, personal factors like interest, preferences and abilities take a back-seat. High failure rates, especially in science and mathematics, subjects already classified as difficult subjects, which result from lack of proper facilities, further discourages learners from attempting the subjects. (paragraph 4.3.3). Learners from schools in high social classes, on the other hand, enjoy more academic freedom and have far better career choices.

7.2.4.4 **The teachers**

The teachers' role in career choice has been found to be indirect and limited :

- (i) As adults within a particular society, teachers serve as socialisation agents. The stereotypes they hold about certain subjects and careers may influence the subject choices of learners and subsequent career choices (Furlong 1986; Diamond 1987; Bell 1989; McRae 1990).

- (ii) The categorisation of children into certain intellectual capacities as a result of their socio-economic status may affect their career chances. Favouritism shown by preference for children from higher social classes as against deprived children from lower social classes may lead to better chances for the higher SES children who probably received stimulation at an early age and who therefore make the teachers' task easier. Channelling learners into ability groups on these grounds then influences the careers that will eventually be chosen (Havighurst & Neugarten in Moore 1983).

Other studies (Jones 1980; Lynch & Ramsay 1985) have found no evidence to link teachers with subject choices and subsequently, with learners' career aspirations and career choice. Guidance teachers also appear to play a limited role as curriculum constraints within the schools' deter them from maximising learners' individual potential (paragraph 4.4).

All the factors identified above influence career development and choice to a greater or lesser extent. How the above factors affect the career development of learners in the Northern region and how the learners make their choices is dealt with in the following section which deals with the findings from the empirical investigation.

7.2.4.5 **Guidance Services**

While the role of guidance teachers in career choice has found to be minimal, guidance as a service aimed at preparing learners for subject choice and career choice has been found to be indispensable (paragraph 4.4.2), not only for learners but for the provision of skilled manpower for sustained economic production and growth. It has become evident that for realistic careers to be chosen and for the country's manpower needs to be met, learners should be prepared as early as primary school levels. Guidance should be holistic, taking into consideration personal, educational, social and career aspects.

Guidance services, while necessary for all learners, have been found to be particularly important for black learners as they have been found to be less career mature than their counterparts from other racial groups (paragraph 1.3.1).

7.3 **FINDINGS FROM THE EMPIRICAL INVESTIGATION**

7.3.1 **Personal factors and their influence on choice**

An examination of reasons given for the choice of certain careers revealed that certain personal factors influenced their choices. Some of these were explicitly stated by the subjects while others were implicit in the reasons given for choices.

7.3.1.1 **Explicit factors**

7.3.1.1.1 **Values**

The overriding factor in the choice of careers of these subjects was **being of service to others**. Helping others is therefore still held in high esteem. This is of course not surprising in view of the communal self of the African self. This finding is consistent with the findings of previous studies - (paragraph 7.2.2.1.2 (iii)) and also with literature (paragraph 2.2.1.1)

7.3.1.1.2 **Needs**

The **need to be useful to others** was evident from the fact that the subjects valued being of service to others and the career chosen were predominantly helping careers.

7.3.1.2. **Implicit factors**

7.3.1.2.1 **Needs**

Implicit in the subjects' choices were **the need for achievement** as indicated by the type of careers they chose and the **need to avoid poverty** highlighted by the fact that the careers aspired to were well-paid careers. Other studies found in the literature support this need. (paragraph 1.3.1).

7.3.1.2.2 **Values**

Although only 18 % of the subjects agreed that **status** was important and 28% thought salary was a major determining factor on their choices, once more the careers aspired to indicate that these factors are valued by the subjects.

7.3.2 **External factors and their influence on choice**

7.3.2.1 **Family factors**

7.3.2.1.1 **Family Process Variables**

(a) **Socialisation**

Socialisation at the subjects' homes was along gender lines. Qualities admired in men and women were also along traditional gender stereotypes.

Occupational socialisation was provided by parental role models and other members of the community. The subjects got socialised to the working mother roles as well as the working father roles because most of the parents worked outside their homes. However, the parents' occupations followed gender demarcations and although they were mainly professional careers (professional levels occupied by the parents were not investigated), they still showed reliance on the social services sector and the government is the main source of employment.

With regard to the choices of careers by subjects, sex-role stereotypes had no influence. Subjects viewed gender differences as not important to the choice of careers. The choices of girls in particular showed that there was movement from the traditional female careers and that girls as much as boys aspired to prestigious careers and powerful positions. Sex-role stereotypes appeared not to have been internalised by this group of subjects.

This contradicted the findings of the literature (paragraphs 2.2.1 (a) and 3.2.3.1). However, the fact that the subjects' parents were educated and most parents were in professional careers (paragraph 6.2 and 1.2.2) might have contributed to the subjects' attitudes. Literature reveals that the parents' educational and occupational attainment has a direct bearing on occupational aspirations and on a change in sex-role expectations. (paragraph 3.2.2.2)

(b) **Parent-child relationship**

- **Mother/Child relationship and career choice**

Literature reveals that a good relationship with a working mother inspires both boys and girls positively. Socialisation into a typical gender role can also occur leading to a shedding of traditional occupational stereotypes (paragraph 3.2.3.4 (i))

- Although the subjects enjoyed very close relationships with their mothers, only **26%** were influenced by their mothers in their choices. The final choices of career rested with the subjects themselves.

- **Father/Child relationship and career choice**

- Fathers, just as mothers, had no significant influence on the choices of the subjects' careers. This is contradictory to findings in literature (paragraph 3.2.2.2.2)

(c) **Family interaction patterns**

Subjects in this study enjoyed close relationships with their parents. They enjoyed particularly close relationships with their mothers whom most identify with.

Parenting styles had shifted from the more authoritarian style of the past to the more understanding and trusting relationship between children and parents. Parents showed a lot of interest in their children's lives, children had close bonds with their families, and were allowed flexibility to make their decisions. Their family systems thus appeared to foster independent decision-making.

The subjects' family systems appeared to have had a positive effect, not only in enabling the children to make up their minds about which subjects to choose but about their futures. Career decisions were made mostly independently of parents. This was consistent with literature findings (paragraph 1.4.2.1).

Secondly, although the subjects' parents did not offer a wide variety of occupational role models, there was quite a wide spread of careers aspired to by their offspring. The careers aspired to also offered fair chances of flexibility - being employed by the government, the private sector and being self-employed. They were also more prestigious and high salary careers, an indication perhaps of the need to surpass the parents.

Thirdly, although the subjects in general had wide aspirations, subjects from school A, situated in a low SES area with supposedly fewer role models evidenced the lack of a variety of role models in the subject choices. They lean more towards the traditional helping role of the female (nursing) and their choices were quite limited. This was however not the case with subjects from school C a boys' school, also situated in the same low SES area. Their choices were varied and the careers aspired to were as highly prestigious as those of subjects from the rest of the schools.

It would appear therefore that in general, subjects in this study might have identified with other people other than their parents, and that girls from rural areas might need more exposure to careers than boys from the same area.

7.3.2.1.2 **Location of the family in the broader social context**

- (a) An examination of the families' SES in terms of parental educational attainment and occupational attainment indicates that the majority of the subjects came from middle-class families.

The SES of the families appeared to have inspired them to have high career aspirations. The choice of universities and technikons as institutions of higher learning gave the impression that the subjects thought that their parents could afford to keep them for longer periods in school and that they could afford to pay for further education. The subjects' aspirations were therefore as high as those from both low SES families or from social classes - a finding which is consistent with previous studies (paragraph 3.2.1.1).

The subjects' parents were also well-educated and mostly in professional jobs. This might have inspired them to achieve the same or to surpass their parents achievements as indicated in their chosen careers. This would be consistent with literature findings (paragraph 3.2.2.2).

(b) **Family size and career choice**

The subjects came from relatively large families - not big in terms of traditional black families, but big in contemporary terms as the lifestyles of the families have also changed and families depend a lot on the parents' earnings. The families also still practiced the communal lifestyle of black families.

The size of the families appears to have had a positive influence on occupational aspirations - with the subjects aspiring to higher education and high status, well-paid jobs. These findings are consistent with Maesela's findings (paragraph 3.2.1.2). It would therefore appear that high-paying jobs were seen by the subjects as essential means of continuing the communal lifestyles and of continuing to help others.

7.3.2.2 **Secondary education factors**

7.3.2.1.1 **School curriculum**

Curricular offered in the subjects' schools evidence the usual constraints (paragraph 4.3.1).

- (i) Gender typing of subjects still prevailed in single-sex schools. In these schools, subjects with extreme gender stereotypic connotations particularly craft subjects, were excluded from their curricula. Learners from these schools were therefore excluded from careers requiring the sex-typed subjects.
- (ii) Gender typing of subjects was also evident in the co-educational comprehensive school. Although a wide variety of subjects was offered in this school, it appeared that traditional sex-typing of subjects had prevented both males and females from crossing the barrier line as extremely gender stereotypic subjects were done by the "appropriate" sexes only.
- (iii) The socio-economic location of the schools appeared to have affected the range of subjects that could be offered. Schools in the low SES areas offered limited subjects. But, in contrast to Schraibman's (1990) findings, no utilitarian subjects were offered in the low SES rural areas. In the schools from higher SES areas, a wide range of subjects was offered - a distinct advantage to learners studying in these schools.

In this particular sample, it was co-incidental that the majority of subjects studied Science and Mathematics. The careers that were aspired to reflected this fact. Also because the girls in this sample had supposedly transcended the masculinity and difficulty associated with science and mathematics, the careers they aspired to were mostly non-traditional careers. Their aspirations were as high as those of their male counterparts. The experience of success which they may have had, may have led them to believe that they are as good as their male counterparts.

7.3.2.1.2 **The role of teachers**

Teachers (both subject teachers and guidance teachers) had no significant influence on the career choices of the subjects. This is consistent with some literature studies (paragraph 4.4).

7.3.2.1.3 **Guidance Services**

Not only did guidance teachers not significantly influence the subjects, but by their own admission they had not prepared the subjects sufficiently to make both subject and career choice.

7.3.2.1.4 **Auxiliary services provided by the Department of Education**

The Education Support Centre - established in 1996 to provide support to both learners and teachers, was virtually unknown to the learners in the region and to teachers. Learners were therefore not able to get supplementary guidance from the centre.

Having established what the subjects' future plans were and what the influencing factors were, the researcher then sought to establish how the subjects had arrived at such choices and whether they were mature enough to make such choices.

7.3.3 **CAREER DEVELOPMENT**

Career development has been revealed to be a life-long process through which a person gets to know himself and the career world and which culminates in the choice of a career.

The subjects' responses to the general questionnaire revealed no evidence of intentional exploration by the subjects on their own. Although they had resources like television sets, radios and libraries at their disposal, these were not optimally utilised by the subjects but were used mainly for entertainment.

Guidance teachers and the Regional Co-ordinator of Specialist Services concurred that subjects were insufficiently prepared to make career choices.

Apart from the inadequate preparation that the subjects received from their schools, 58% of them also reported that they received guidance out of school. Such guidance comprised educational guidance for 10% of the subjects, personal guidance for 16% of the subjects, career guidance for 12% of the subjects while 30% received guidance on all of the areas. Additional exploration thus took place out of school.

Learners from schools B and E had the added advantage of getting guidance for subject choices and for career choice. The Educational psychologist, previously employed in such a capacity by the Cape Education department and now Regional Co-ordinator of Specialist Services in the region, still assisted by doing psychometric evaluations in these schools. These learners therefore got more opportunities to explore their abilities and to gain self-knowledge prior to subject choices and prior to career choices.

7.3.4 **Career Readiness : Findings from the career development evaluation**

7.3.4.1 **General level of career development.**

Results of the C.D.Q. revealed that the subjects in the sample were generally not adequately prepared to make career choices. Although they generally possessed adequate career information, their level of development in other aspects was inadequate. They were therefore not in a position to make realistic choices. These results are consistent with the findings of the literature (paragraph 1.3.1)

7.3.1.2 **Socio-economic location of the schools and the level of readiness to make a sound career choice**

Findings about this aspect revealed that subjects from higher socio-economic areas were more mature than subjects from lower socio-economic areas. This might be due to the better exploratory chances that they had at their disposal, to explore not only themselves but also different careers. Exposure to a variety of role models and higher institutions of learning might also have helped. Subjects from the rural low socio-economic areas the other hand rely on very few resources for this essential task of exploration. Hence the lower level of career readiness.

7.3.1.3 **Gender and career development**

Results of the study showed that boys were more career mature than girls. It is therefore likely that although both boys and girls had made their choices, girls' careers were more tokenism than boys' and come the end of their school careers, girls would be at a loss as to what to do than boys as they inadequately planned their careers.

7.3.1.4 **How the Regional Sample compared to the National Sample**

Normative comparison of the sample with the National Sample revealed that the level of development was at the standard 8 (Grade 10) level, an unacceptable state of affairs for subjects almost in Standard 10 (Grade 12) However, as the subjects still had another year, they could still improve if they got additional career guidance during their final matric year.

Boys in the sample compared well with the National Sample (See table 6.33). Both groups however needed to improve.

A comparison of the girls' career development level revealed that girls in the sample were less developed than the National Sample. The National Sample of girls showed adequate development in all areas. Not only were they more developed than the girls, but they were more developed than boys both in the Regional Sample and the National Sample. (See table 6.35)

Generally the subjects in the region are likely to encounter problems when faced with the odious task of choosing careers. Being career immature, they are also likely to make unrealistic choices because they lack the building blocks for a sound career choice.

7.4 **CONCLUSION**

The impressions gained from this study are that;

- (i) The sample of the learners in the region made a preliminary career choice during their school careers.

- (ii) Subjects generally aspired to high prestige, high - salary, powerful positions. Urban girls were no exception - a departure from tradition. However, girls' choices appeared to be more token choices than boys as shown by their level of career maturity, in particular, their inadequate career planning. For this reason, they are therefore more likely to make impulsive decisions or to choose whatever is available at the time they leave school, than boys. Their situation thus warrants special attention. Exposure to various careers is essential for learners in the rural areas.
- (iii) The subjects also made choices without (enough) knowledge of their parents' financial ability - a fact which might lead them to not realise their dreams of higher education. This is most likely the reason why a substantial number of ex-matriculants found themselves in queues seeking admission to previously free teacher training education, among other things. It is also an indication of poor career planning.
- (iv) Parents in the region encouraged their off-spring to make independent decisions; an advantage when it comes to making career choices. The parenting styles allowed more room for growth. However, without proper consultation between parents and their offspring about career matters, as is the case with the subjects, career decisions are likely not to be implementable.
- (v) Families had little influence on the subjects' career choices:
 - Despite showing an interest in what went on in the subjects lives, the subjects had the last say on what to do in terms of careers.

- Although socialised into traditional roles, sex-role stereotypes had no effect on career aspirations of both boys and girls.
- (vi) The communal lifestyles appear to have led to the maintenance of the helping attitude among the subjects. Their aspirations for powerful positions might be influenced by this aspect too as they would require higher salaries to sustain their families. In this respect, the subjects are no different from the traditional Africans.
- (vii) Other values like status and high salary were esteemed and influenced the choice of careers, as has been the case in the past.
- (viii) In keeping with changing times, subjects aspire to careers different from their parents. They appear ready to venture into previously unknown areas to blacks. Girls are prepared to venture into traditional male domains and also aspire to high-status, powerful positions. Subjects have also mixed reliance on the social services sectors with readiness to diversify into the private sector and in all likelihood, if they achieve their dreams, to self-employment.
- (x) The learners in the region were not sufficiently prepared to make sound career choices, learners in rural areas more so than those in urban and suburban areas. Also, despite the annexation of educational departments, learners' circumstances in previously white schools and in black schools were as different as they were before, with the former having more favourable circumstances. There were still different classes of learners with others having more career freedom than others.

7.5 **SYNOPSIS**

These results indicate that career choice in the region:

- (i) Is not preceded by proper career development by most of the learners and the resulting choices are not a product of a well thought out process.
- (ii) Career choice is an expression of family values and African values of helping. Being useful to others is still a predominant influencing factor.
- (iii) Values like prestige high salary and power influence choice.
- (iv) Interest in careers depends on subjects studied by the learners, among other things.
- (v) Parenting styles encourage independent decision-making and this aspect is reflected in the subjects' career choices. Parents seem to have little influence on final choices.
- (vi) The learners' experience of the choice process depends on the location of the school, the gender of the learner, and the curriculum offered.

- (vii) Boys and girls experience career choice differently - the former are likely to plan their careers while the latter are likely to make choices on the spur of the moment. Although they aspire to non-traditional careers, their career attainment may well be on the traditional female careers because of lack of proper planning and quite possibly because of socialisation.
- viii) Learners are prepared to venture into previously unknown areas and do not show as much reliance on the Social Services sector and the government for employment as has previously been the case with their parents.

7.6 **RECOMMENDATIONS**

Learners need to be prepared for career choice:

- (a) **By parents** - in this regard
 - (i) the discussion of financial matters is paramount so as to enable the learners not to set their sights too high and to explore the areas they can realistically enter.
 - (ii) Parents also need to support the learners in their endeavours to get to know themselves and the world of work. They should make additional efforts to seek the necessary information through taking their children to career exhibitions, talks and workshops and through encouraging the use of the media like books, television and radio to enhance self and career information. Experts, like psychologists and career counsellors also need to be consulted.

(b) **By the schools:**

- (i) Through advising the parents on what they can do to help their children to develop self and career knowledge.
- (ii) Through preparing the learners for subject choice on entry to high school.
- (iii) Through continuous preparation for self-discovery, as has been the case in white schools. Proper guidance services need to be put into place in all schools. The services of the available psychologist should be made accessible to all learners and not a small section of learners.
- (iv) Removing stereotypes attached to certain subjects and thus allowing learners to diversify. As attitudes of teachers themselves might be a problem in this case, the Education Support Centre personnel dealing with guidance should assist by holding workshops aimed at helping the teachers and the schools to shed their own stereotypes so as to afford more opportunities for career freedom.
- (v) Through the sharing of resources between the haves and have nots. This is particularly important for the science and mathematics subjects. This is necessary to rid these subjects of the myth of difficulty and to allow learners to experience success through availing the resources to the disadvantaged schools. Material as well as human resources need to be shared by neighbouring schools.

- (vi) Through holding career days, and exposing the learners to what is available in the market as early as standard 8 (Grade 10).

(c) **By the guidance personnel at the Education Support Centre;**

- (i) Through training teachers and presenting in-service workshops in a quest to revive guidance in the schools.
- (ii) Making the existence of the Centre known, not only to the schools but to the community at large so that learners whose schools cannot or do not provide the service can have access to proper advisory services.

- (d) The preparation of the learners should also aim at encouraging them to seek alternative ways of being employed other than relying on looking for jobs. Entrepreneurship should be encouraged in learners so that they can create chances for self-employment.

- (e) The situation of black girls in the region warrants special attention. Guidance teachers need to understand the peculiarities surrounding girls - having been the inferior sex not expected to advance far in the career world and faced with conflicting roles (paragraph 2.2.4), they contend with pressure to prove themselves not only at school and at home but also in the career world, eventually. Attention should be paid to preparing them for the challenges facing a career women so that they can make wise choices. Should they choose non-traditional careers, they should do so knowingly and not because they want to prove a point. The realities of the role of a women should be dealt with thoroughly.

7.7 LIMITATIONS OF THE STUDY

7.7.1 Sampling

The exclusion of other racial groups and the exclusion of learners whose medium of instruction is Afrikaans led to a biased sample. Additional research may be needed to generalise the results for these learners.

7.7.2 Size of the sample

A relatively small sample was used. However, as the black population is generally homogeneous, the small sample does not render the results ungeneralisable although a bigger sample might have been more desirable.

7.7.3 Subjects

Contrary to the initial plans of the researcher, only standard 9 (Grade 11) learners were finally part of the study. Also the manner in which the subjects were selected was not as initially planned. This led to the over representation of Natural Sciences learners in the sample. Also, career pressures facing Grade 11 learners and Grade 12 learners might differ, rendering the results not generalisable perhaps for Grade 12 learners. While Grade 12 learners may be more realistic about their choices, this may not necessarily be the case for Grade 11 learners who still have a year to make up for their limitations and to grow up some more.

7.7.4 **Parental participation in the study**

Only the subjects' views of parental influence was used. However, parents may have a different opinion about their role. A general questionnaire for the parents might have yielded different results.

7.7.5 **General questionnaires**

The general questionnaires used in the investigation were designed by the researcher and although based on the literature study, are not standardised questionnaires. This may lead to a subjective evaluation.

7.7.6 **Study duration**

The study was first started in 1993. Interruptions during the M1 year in 1994, personal problems in 1995 and the internship year in 1997, led to delays in the completion of the study. The time lapse during 1996 and 1997, might have led to changed circumstances in learner's family lives. It certainly changed the education system. The changes brought about by the annexation of the former Transkei independent state back into the Republic of South Africa also necessitated a change in the envisaged study.

7.8 **Attainment of the aims of the study**

The researcher was able to establish the level of career development of the learners and the factors influencing career choice were established. These were for a Grade 11 group may not necessarily be generalisable for the Grade 12 learners. Additional research is necessary to establish the level of career development of matrices and to establish influential factors on their career decision making at the end of their school careers.

7.9 **Concluding Remarks**

It would appear that subjects in this study are not different from learners in the rest of the world. However as products of different systems of education now faced with the mammoth task of choosing from a variety of career opportunities and being in the Eastern Cape, in particular the lower socio-economic Northern Region which is predominantly rural and affords little exposure to the bigger world of careers, educators in this region, both primary (parents) and secondary (teachers) should engage in a vigorous exercise of preparing all and not only a still small privileged section of the learners, for the huge task of choosing a career. Notwithstanding the fact that it is a life-long process, entry to the career world should still be informed by proper knowledge from the learner's side and should not be left to chance.

7.10 **Areas of further investigation**

There is still a lot of scope for research about career development and the career choice process in the region. As blacks had few options to choose from in the past, this process did not receive the attention it deserves. If anything, the study has raised a lot of questions, like the identity of (black) girls in the contemporary world and how this affects choice, the role of parents in career development and choice or whether guidance is necessary in the face of underdevelopment. With the introduction of curriculum 2005, another study may need to be done to find out what its effect will be on career development and choice. The changing role of the school, that is, the fact that education is going to be more learner-centered and the fact that black learners will finally be given a chance to experience learning as positive and hopefully, fulfilling in terms of "equal" education and "equal career" opportunities, may well lead to new challenges and conflicts and auxiliary services will be called upon to make a concerted effort to prepare the learners for career choice. The restructuring of this service may be another area of further study.

The new democratic South Africa also raises hopes and expectations. Perceptions of students about their "rights" in the career world need to be investigated and misconceptions if any, identified and confronted.

As a previously unexplored area, black (rural) education, educational and career aspirations provide a vast field of further study.

7.11 IN CONCLUSION

It is hoped that the establishment of the patterns of career decision-making among learners and the discovery of the influencing factors can help in the formation of strategies to equip learners about themselves and about the world of work, the possession of which will empower them to make more informed and wiser choices in various fields of work thereby reducing the apparent dependance on the social services sector.

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APPENDIX A

LEARNERS' GENERAL QUESTIONNAIRE

This is a questionnaire not a test. Please answer to the best of your knowledge.

There are no correct or incorrect answers.

Do not leave questions unanswered.

Your answers will be used for research purposes only and will be treated in the strictest confidence.

1. BIOGRAPHICAL DETAILS

1.1 Name: _____

1.2 Sex: _____

1.3 Age: _____

1.4 Place of birth: _____

1.5 School presently attending _____

1.6 Location of the school - Mark with an X

Rural ☐Urban ☐Sub-Urban ☐

1.7 Where did you grow up? Mark with an X

Rural Area ☐Sub-urban area ☐Urban Area ☐A combination of the above ☐**2. SOCIO-ECONOMIC STATUS**

2.1 With whom do you live? Make a circle 0 on the appropriate answer:

a) Mother only

b) Father only

c) Both parents

d) Grandparents

e) Both parents and Grandparents

f) Other - State _____

2.2 What is the highest level of education completed by your mother? Make a circle 0:

- a) Not educated
- b) Primary education
- c) Secondary education
- d) College diploma
- e) University education
- f) I do not know

2.3 What is the highest level of education completed by your father? Make a circle 0:

- a) Not educated
- b) Primary education
- c) Secondary education
- d) College diploma
- e) University education
- f) I do not know

2.4 Does your mother work? Mark with an X on the appropriate square:

- a) Yes ☐ b) No ☐

2.5 Does your father work? Mark with an X on the appropriate square:

- a) Yes ☐ b) No ☐

2.6 For whom does your mother work? Mark with an X on the appropriate square.

- a) The Government ☐
- b) Private Sector ☐
- c) Self-employed ☐
- d) Other - state _____

2.7 For whom does your father work? Mark with an X on the appropriate square.

- a) The Government ☐
- b) Private Sector ☐
- c) Self-employed ☐
- d) Other - state _____

2.8 What does your mother do? Describe:

2.9 What does your father do? Describe

2.10 How much does your family earn per annum? Mark with a circle 0:

- a) Below - R10 000
- b) R10 000 - R20 000
- c) R20 000 - R30 000
- d) R30 000 - R40 000
- e) R40 000 - R50 000
- f) Above - R50 000
- g) I do not know.

2.11 How big is your family? Mark with an X on the appropriate square.

- a) 4 members ☐
- b) 6 members ☐
- c) Above 7 members ☐

2.12 How many siblings do you have? State: _____

2.13 How old are your siblings? State their ages: _____

2.14 Mark the appropriate answer with an X. My siblings:

- a) Are still at school ☐
- b) Work ☐
- c) Are at home ☐

2.15 If your siblings are not at school anymore, explain what they are doing:

2.17 Does your family own a car? Mark with an X where appropriate:

- a) Yes ☐ No ☐

2.18 Does your family own a TV set? Mark with an X where appropriate:

- a) Yes ☐ No ☐

2.19 If your answer to 2.18 above is Yes, which programmes do you usually view?

State:

2.20 Does your family own a radio? Mark with an X where appropriate:

- a) Yes ☐ No ☐

2.21 If your answer to 2.20 above is Yes, which programmes do you usually listen to? State:

2.22 Do you belong to a club or organisation outside the school? Mark with an X where appropriate:

- a) Yes ☐ No ☐

2.23 If your answer to 2.22 above is Yes, what is the purpose of the club or organisation. State: _____

2.24 Do you have access to a library? Mark with an X where appropriate:

a) Yes ☐ No ☐

2.25 Do you make use of the library? Mark with an X where appropriate:

a) Yes ☐ No ☐

2.26 If your answer to 2.25 above is Yes, state the purpose for which you use the library: _____

2.27 How does your family spend free time? Explain:

2.28 How do you spend your free time? Explain:

3. **PARENTAL INFLUENCE**

3.1 **SOCIALISATION**

3.1.1 Do your parents believe that boys and girls should do separate duties? Mark with an X where appropriate.

a) Yes ☐ b) No ☐

3.12 Do you perform different duties from your brother(s) / sister(s)? Mark with an X.

a) Yes ☐ b) No ☐

3.13 State the duties performed by girls at your home:

3.14 State the duties performed by boys at your home:

3.15 In your opinion, should boys and girls perform different duties. Mark with an X.

a) Yes ☐

b) No ☐

3.16 Below is a list of qualities that a person can possess.

- i) Independence
- ii) Ambition
- iii) Intelligence
- iv) Attractiveness
- v) Good manners
- vi) Kindness
- vii) Competitiveness
- viii) Assertiveness
- ix) Self-Confidence
- x) Control

3.1.6.1 Which of the above qualities do you think should be possessed by males only? List:

3.1.6.1 Which of the above qualities do you think should be possessed by females only? List:

3.1.6.3 Which of the above qualities does your mother have? List

3.1.6.4 Which of the above qualities does your father have? List

3.1.6.5 Which of your parents do you think you resemble the most in these qualities?

Mark with an X in the appropriate box:

a) Mother ☐ b) Father ☐ c) None ☐ d) Both ☐

3.2 **PARENT-CHILD RELATIONSHIP**

3.2.1 With whom do you have a close relationship? Make a circle 0 where appropriate:

a) Mother

b) Father

c) Both

d) None

e) Other - State _____

3.2.2 Who shows most interest in what goes on in your life?

- a) Mother
- b) Father
- c) Both
- d) None
- e) Other - State _____

3.2.3 Do you find it easy to talk to your parents? Mark with an X.

- a) Yes ☐
- b) No ☐

3.2.4 If your answer to 3.2.3 above is Yes, who do you usually talk to? Mark with an X.

- a) Mother ☐
- b) Father ☐

3.2.5 If your answer to 3.2.3 above is Yes, what do you usually talk about? Make a circle where appropriate.

- a) Personal matters
- b) School matters
- c) Social matters
- d) Religious matters
- e) Future plans

3.2.6 Mark Yes or No. Do you regard your parents as:

- a) Autocratic
- b) Too strict
- c) Democratic
- d) Understanding
- e) Trusting enough to allow you to make your own decisions.

YES	NO
YES	NO
YES	NO
YES	NO
YES	NO

4. SECONDARY EDUCATION ENVIRONMENT

4.1 Who chose the school you are in?

- a) Parents
- b) Own Choice
- c) Other (Specify) _____

4.2 Which of the following factors were significant in the choice of your school?

Mark with a circle 0 where appropriate.

- a) The curriculum
- b) School facilities
- c) The physical location of the school
- d) Cost of education at the school
- e) Future plans

4.3 Did the fact that you are male / female have anything to do with the choice of your school? Mark with an X in the appropriate box.

- a) Yes ☐
- b) No ☐

4.4 List below the subjects you are doing:

4.5 Do you think that your school offers a variety of subjects allowing you to choose (Mark with a circle 0)

- a) Most of the subjects you desire
- b) Some of the subjects you desire
- c) Basically no subjects you desire

4.6 Who chose the subjects you are doing? Make a circle 0 where appropriate.

a) Mother

b) Father

c) Brother / sister

d) Guidance Teacher

e) Subject Teacher

f) Own choice

g) Other - State: _____

MARK WITH AN X INSIDE THE APPROPRIATE BOX

4.7 Did you receive subject choice guidance before choosing the subjects.

a) Yes ☐

b) No ☐

4.8 On what basis were the subjects chosen? Make a circle.

a) Gender suitability

b) Ability

c) Interest

d) Future Plans

4.9 Are you happy with your choice of subjects.

a) Yes ☐

b) No ☐

4.10 Are you happy with your choice of school?

a) Yes ☐

b) No ☐

4.11 Were you to be given a second chance, would you still chose your school?

a) Yes ☐

b) No ☐

4.12 Were you to be given a second chance, would you still choose the same subjects? Mark with an X

a) Yes ☐

b) No ☐

4.13 Does your school have a school guidance service?

a) Yes ☐

b) No ☐

4.14 Is there a period in your class allocated for this purpose?

a) Yes ☐

b) No ☐

4.15 If your answer to 4.1.4 above is Yes, is the period used for its purpose?

a) Yes ☐

b) No ☐

4.16 What type of guidance is usually given by your guidance teacher? Make a circle 0 where appropriate.

a) Personal guidance

b) Educational guidance

c) Career guidance

e) None

f) All

4.17 Have you ever received guidance other than the one you received from your school? Make an X where appropriate.

a) Yes ☐

b) No ☐

4.18 State the type of guidance you received:

5.4 What do you plan to study? State:

5.5 Describe the kind of job you would like to do:

5.6 Is this your first choice? Make an X

a) Yes ☐

b) No ☐

5.7 If this is not your first choice. State your first choice.

5.8 Which of the following factors contributed to your change of mind? Make a circle where appropriate:

- a) Wrong choice of subjects
- b) Financial problems
- c) Parental pressure
- d) Interest
- e) Peercity of jobs
- f) Other - specify: _____

5.9 How old were you when you first developed an interest in your career? Make a circle where appropriate:

- a) 4 - 10 years
- b) 11 - 12 years
- c) 13 - 14 years
- d) 15 - 17 years
- e) I do not remember

5.10 Which of the following do you consider important in the choice of a career?

Make a circle where appropriate:

- a) Salary
- b) Status
- c) Self-fulfilment
- d) Opportunity for advancement
- e) Opportunity to help others
- f) Being your own boss
- g) Flexible working hours
- h) Interest
- i) Ability
- j) Meeting your parents' needs

5.11 Which significant others influenced your choice? Make a circle where appropriate.

- a) Mother
- b) Father
- c) Siblings
- d) Friends
- e) Subject Teachers
- f) Guidance Teachers
- g) No one
- h) Other - Specify: _____

5.12 Who chose your career? Make a circle where appropriate.

- a) Own choice
- b) Parents
- c) Other - Specify: _____

5.13 Did you receive career guidance before you chose your career? Make an X in the appropriate box.

a) Yes ☐

b) No ☐

5.14 Which of the following factors do your parents regard as important in a job?

Make a circle where appropriate.

- a) Salary
- b) Self-fulfilment
- c) Being of service to others
- d) Gender suitability
- e) Status

5.15 Do you agree that men and women should follow different careers? Make an X in the appropriate box.

a) Yes ☐

b) No ☐

5.16 If yes, list the careers that should be followed by men only:

5.17 If yes, list the careers that should be followed by women only:

5.18 Which careers do you think are suitable for both men and women?

5.19 To what extent did the views held by your parents about careers influence you? Make a circle where appropriate.

- a) Greatly
- b) Somewhat
- c) Slightly
- d) Not at all

APPENDIX B

GUIDANCE STAFF QUESTIONNAIRE

1. Name of School _____

2. Please state your academic and professional qualifications:

MARK WITH AN X WHERE APPROPRIATE

3. Have you done any courses in Psychology?

a) ☐ YES

b) ☐ NO

4. If your answer to the above question is Yes, what is your highest qualification in Psychology?

a) Psychology

I	II	III
---	----	-----

b) Psychology Honours

c) Psychology Masters

5. Did you receive any specialised training for school guidance and counseling?

a) ☐ YES

b) ☐ NO

6. Are you a full-time guidance teacher?

a) ☐ YES

b) ☐ NO

7. What type of guidance do you usually give to learners? You can mark more than one.

a) Educational guidance ☐

b) Personal Guidance ☐

c) Career Guidance ☐

8. Taking the size of your school into consideration, do you feel that the guidance facilities are adequate?

a) ☐ YES

b) ☐ NO

9. Do you think that the learners of your school are fully aware of the guidance facilities that are provided for?

a) ☐ YES

b) ☐ NO

10. Do you think learners could be said to make good use of the guidance facilities?

a) ☐ YES

b) ☐ NO

11. Do you think learners are sufficiently prepared by the school to make subject choice?

a) ☐ YES

b) ☐ NO

12. Do you think the school sufficiently prepares pupils to make career choices?

a) ☐ YES

b) ☐ NO

13. Which people do you think are most important in influencing the learners' choices.

Please number the blocks according to importance, for example, most important 1; followed by 2, and so on. Mark only those you see as important.

- | | | |
|-------|------------------------------|--------------------------------|
| a) | Headmaster | <input type="checkbox"/> |
| b) | Deputy Headmaster | <input type="checkbox"/> |
| c) | H.O.D.'s | <input type="checkbox"/> |
| d) | Subject teachers | <input type="checkbox"/> |
| e) | Guidance teachers | <input type="checkbox"/> |
| f) | Parents - (i) Mother | <input type="checkbox"/> |
| | (ii) Father | <input type="checkbox"/> |
| g) | Siblings - (i) Brother(s) | <input type="checkbox"/> |
| | (ii) Sister(s) | <input type="checkbox"/> |
| h) | Friends | <input type="checkbox"/> |
| i) | Pupil himself / herself | <input type="checkbox"/> |
| j) | Relatives and family friends | <input type="checkbox"/> |
| k) | Others - give example(s) | <input type="checkbox"/> _____ |
| <hr/> | | |
| l) | I do not know | <input type="checkbox"/> |

14. Which field of study do you find to be most preferred by learners?

- a) Human Sciences (General)
- b) Natural Sciences (Academic)
- c) Commerce
- d) Technical

15. What reasons do learners usually give for choosing a particular field or subjects?

- a) Ease of passing
- b) Interests
- c) Future plans
- d) Other - Specify _____

16. What field of work do you find to be most preferred by learners?

- a) Social services sector (e.g. teaching, nursing)
- b) Business Sector (employed by private individuals or companies)
- c) Business Sector (Self-employed)
- d) Other - Specify _____

17. What reasons do students usually give for their preference of particular fields?

- a) Interests
- b) Employment opportunities
- c) Opportunities for advancement
- d) Status
- e) Other - Specify _____

18. Do you think that during their final matric year students can be said to be ready to make career choices?

- a) ☐ YES b) ☐ NO c) ☐ I do not know

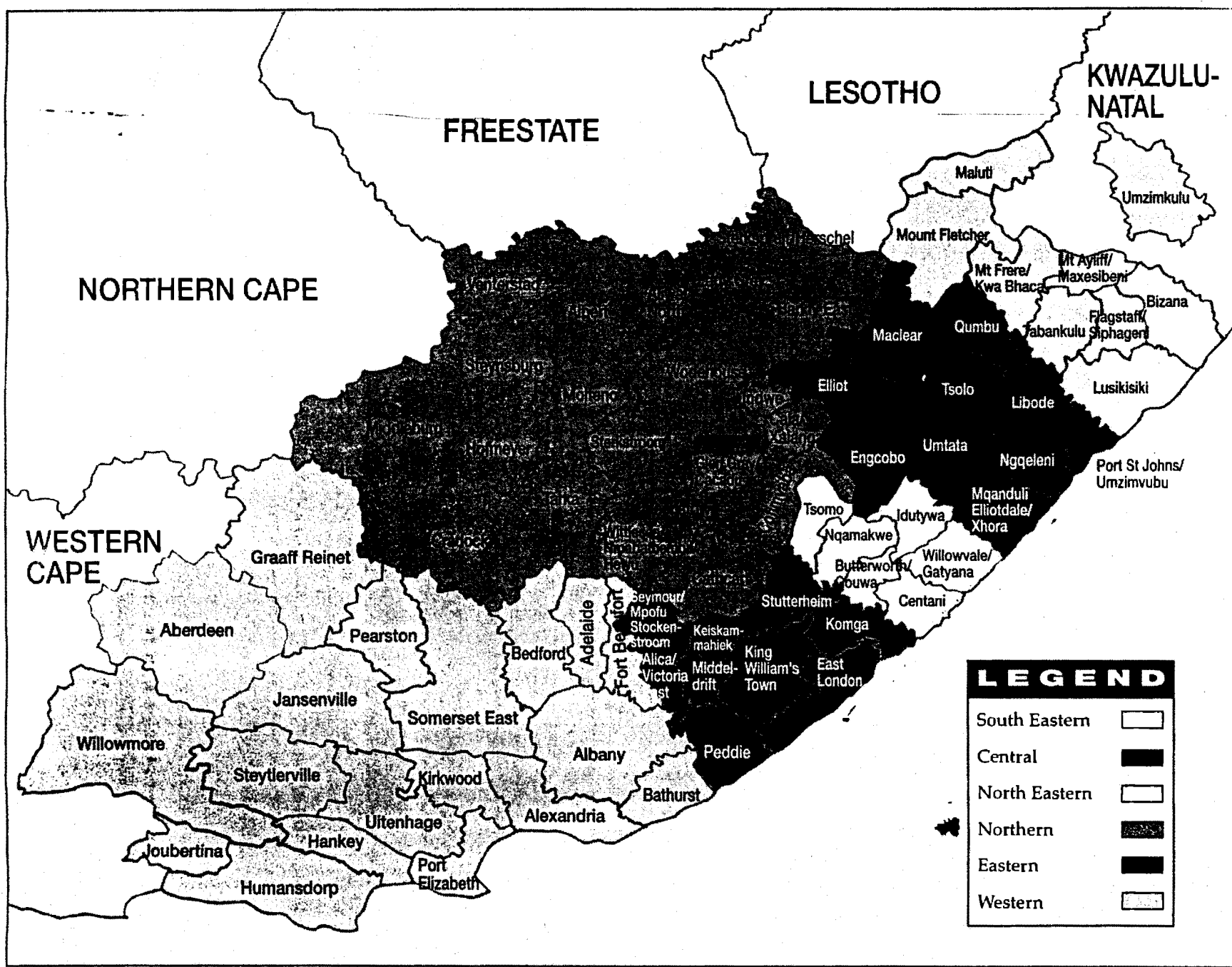
19. Do you think that students, in the region and the Province, in general are sufficiently prepared to make career decisions?

- a) ☐ YES b) ☐ NO c) ☐ I do not know

APPENDIX C

AREA OF STUDY - REGIONAL AND DISTRICTS

SOURCE: (Yiangou & Kaye 1997:74)



APPENDIX D

SECONDARY EDUCATION ENVIRONMENT LOCALISING DATA

<u>School</u>	:	A
<u>Type</u>	:	Single-sex (Girls) combined High school and Teacher Training College.
<u>Location</u>	:	Rural
<u>Facilities</u>	:	Reasonable
<u>Guidance Services</u>	:	Available
		Two guidance teachers, both with a psychology major.

Curriculum (Taken for standard 9 and standard 10 only).

English	:	Compulsory
Xhosa	:	Compulsory
Afrikaans	:	Optional
Biology		
Physical Science		
Geography		
History		
Mathematics		
Business Economics		

STREAMING

<u>Stream A</u>	<u>Stream B</u>
English	English
Xhosa	Xhosa
Afrikaans / Geography	Afrikaans / Business Economics
Biology	Biology
History	Physical Science
Business Economics	Mathematics

<u>School</u>	:	B
<u>Type</u>	:	Single-sex (Boys)
<u>Location</u>	:	Urban
<u>Facilities</u>	:	Good
<u>Guidance Services</u>	:	Available One Teacher, Psychology Major.

Curriculum and Streaming

1. Languages : English 1st Language (Compulsory)
Afrikaans 2nd Language (Compulsory)
2. Mathematics / Business Economics / Physical Science / Biology
3. Geography / Business economics / Biology / History / Computer Studies
4. Accounting / History / Xhosa (Third Language)
5. Woodwork / Metalwork / Art / Music

<u>School</u>	:	C
<u>Type</u>	:	Single-sex (Boys)
<u>Location</u>	:	Rural
<u>Facilities</u>	:	Reasonable
<u>Guidance Services</u>	:	Available
		One Voluntary teacher

Curriculum and Streaming

<u>Stream A</u>	<u>Stream B</u>
English (Compulsory)	English (Compulsory)
Xhosa (Compulsory)	Xhosa
Biology	Biology
Mathematics	Agricultural Science
Physical Science	History
History / Geography	Geography

<u>School</u>	:	D
<u>Type</u>	:	Co-educational comprehensive high school
<u>Location</u>	:	Sub-Urban
<u>Facilities</u>	:	Good
<u>Guidance Services</u>	:	Available
		Two Teachers, Psychology Majors.

Curriculum and Streaming

1. Xhosa : Compulsory
English : Compulsory
2. Mathematics / Afrikaans
3. Physical Science / Biology / Mathematics / Accounting
4. Technical drawing / Home Economics / Geography / Physical science
5. Electrical studies Fitting and Turning / Woodwork/ Motor Mechanics / Mathematics / Business Economics / Biology / History

<u>School</u>	:	E
<u>Type</u>	:	Single-sex (Girls)
<u>Location</u>	:	Urban
<u>Facilities</u>	:	Good
<u>Guidance Services</u>	:	Available
		One Teacher, Psychology Major.

Curriculum and Streaming

1. Languages - English 1st Language (Compulsory)
 - Afrikaans (Compulsory)
2. Mathematics / History / Typing
3. Mathematics / Geography / Physical Science
4. Biology / History
5. Xhosa (Third Language) / Home Economics / Art / Accounting

APPENDIX E

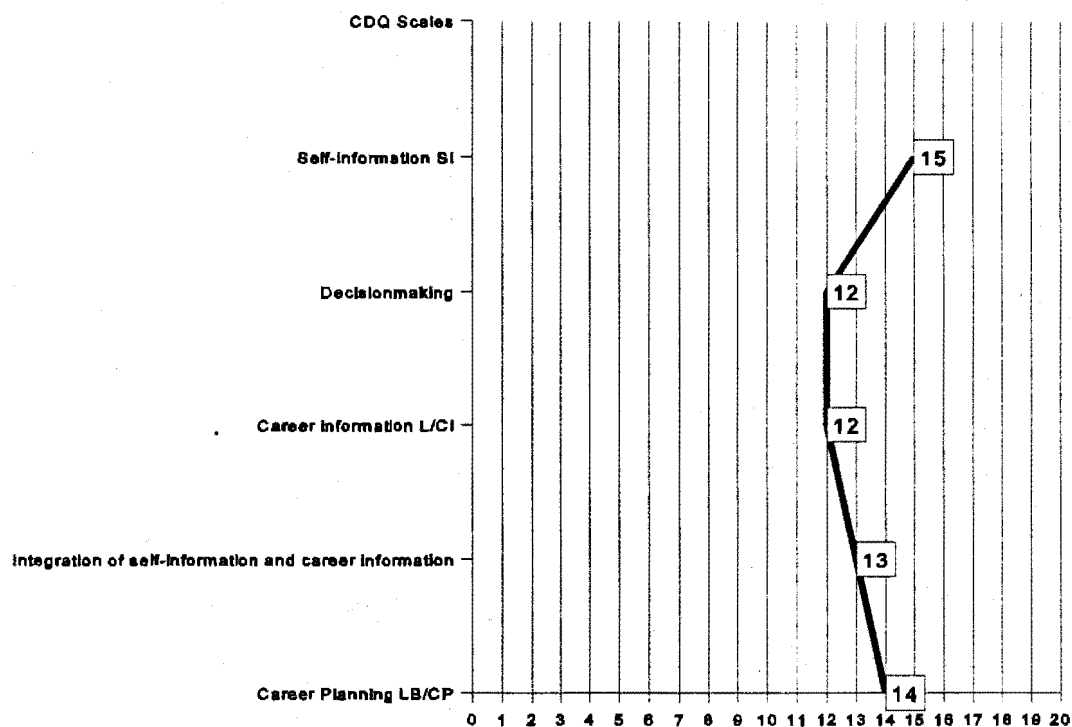
DISTRIBUTION OF LEARNERS PER SUBJECT

SUBJECT	FREQUENCY
Mathematics	40
Physical Science	40
Biology	40
Geography	23
History	20
Accounting	10
Agricultural Science	5
Business Economics	10
Art	1
Home Economics	1
Typing	1
Metalwork	1
Fitting and Turning	1
Technical Drawing	3
Woodwork	1
Xhosa (1 st Language)	30
Xhosa (3 rd Language)	7
English (1 st Language)	20
English (2 nd Language)	30
Afrikaans	25

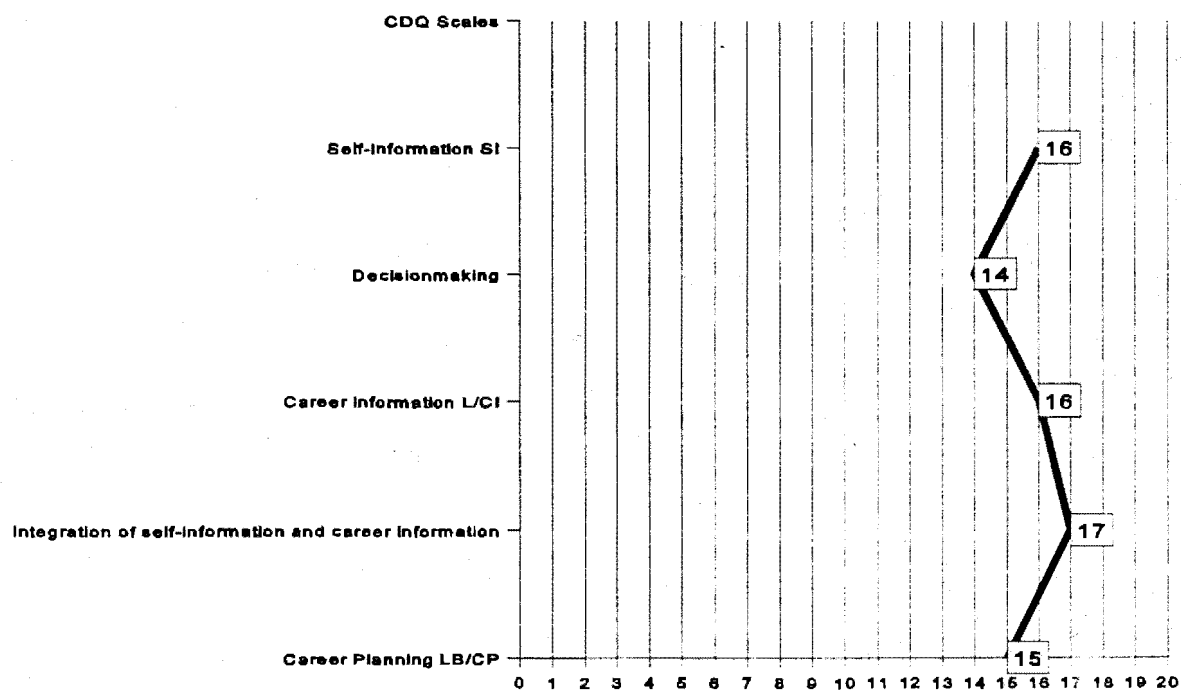
APPENDIX F

CAREER DEVELOPMENT PROFILES

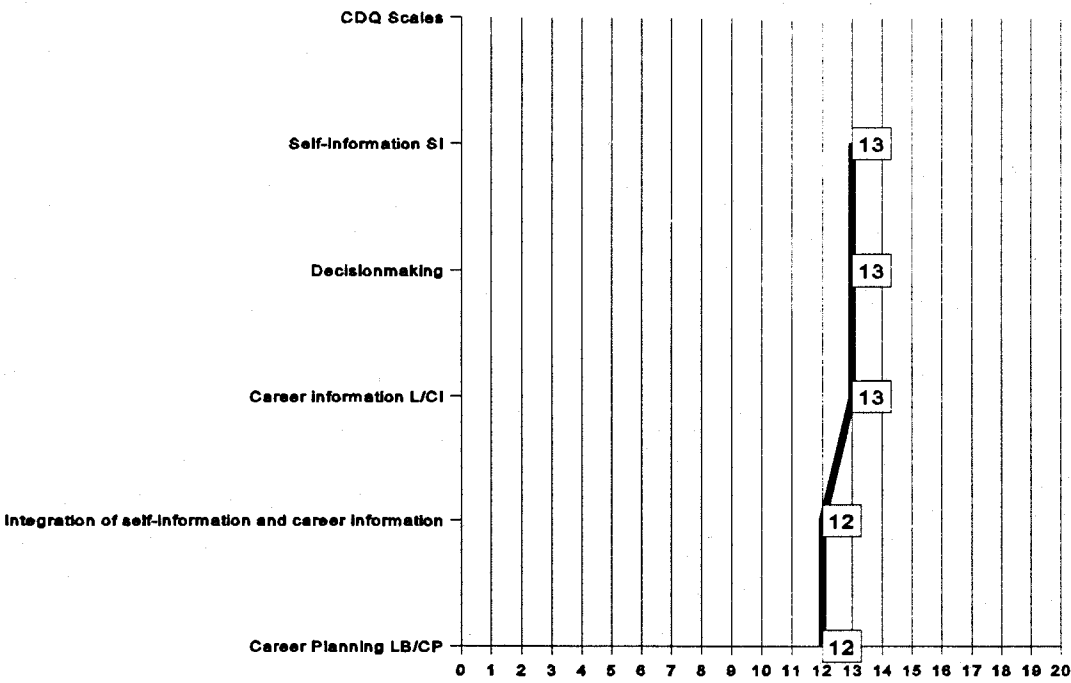
CAREER DEVELOPMENT PROFILE FOR SCHOOL A



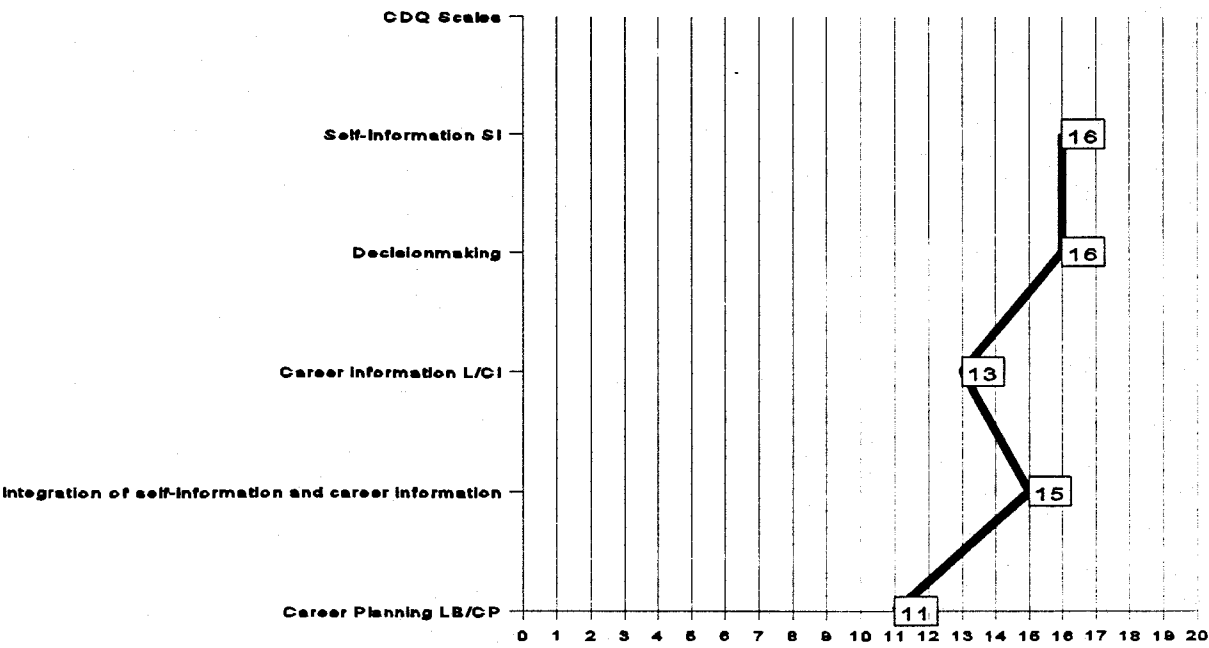
CAREER DEVELOPMENT PROFILE FOR SCHOOL B



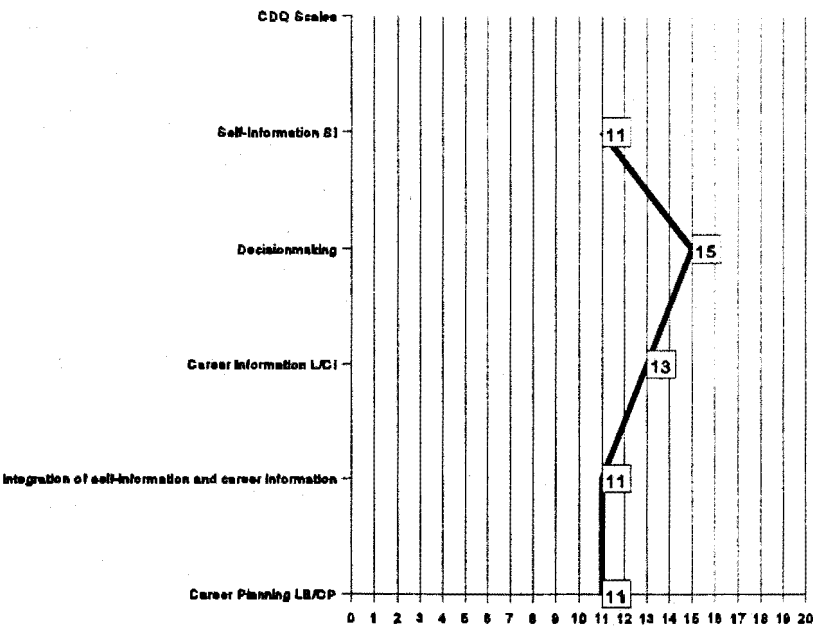
CAREER DEVELOPMENT PROFILE FOR SCHOOL C



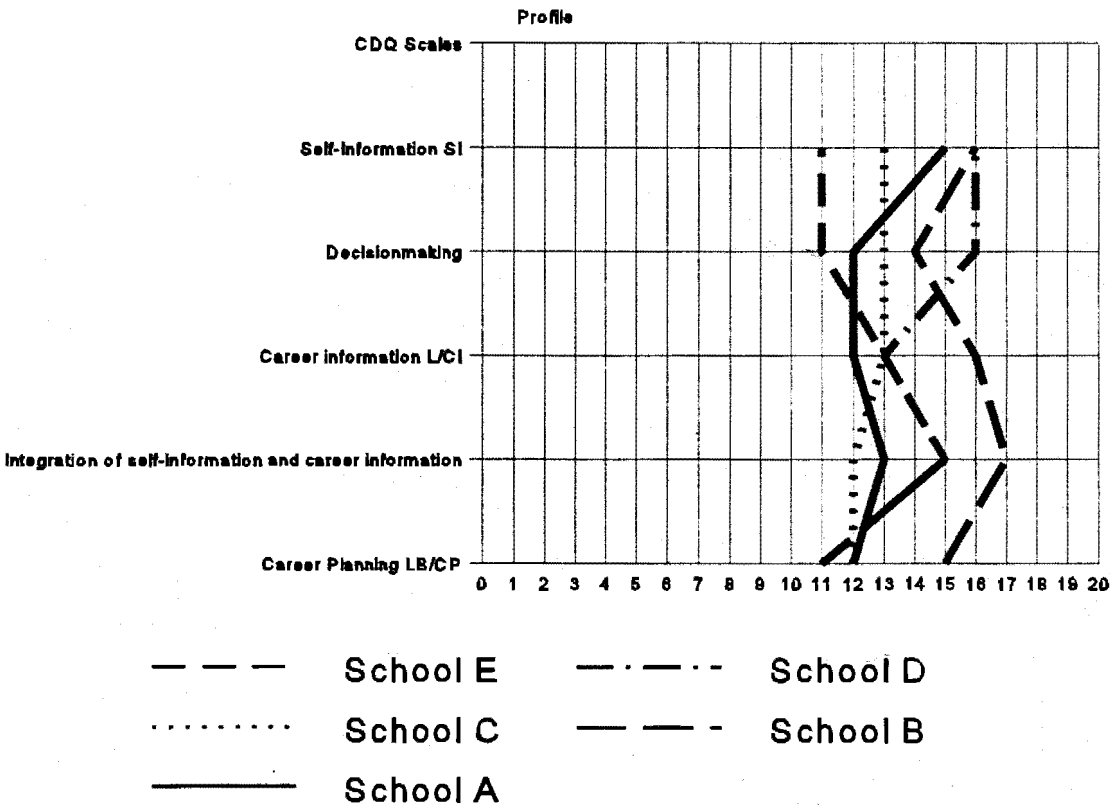
CAREER DEVELOPMENT PROFILE FOR SCHOOL D



CAREER DEVELOPMENT PROFILE FOR SCHOOL E

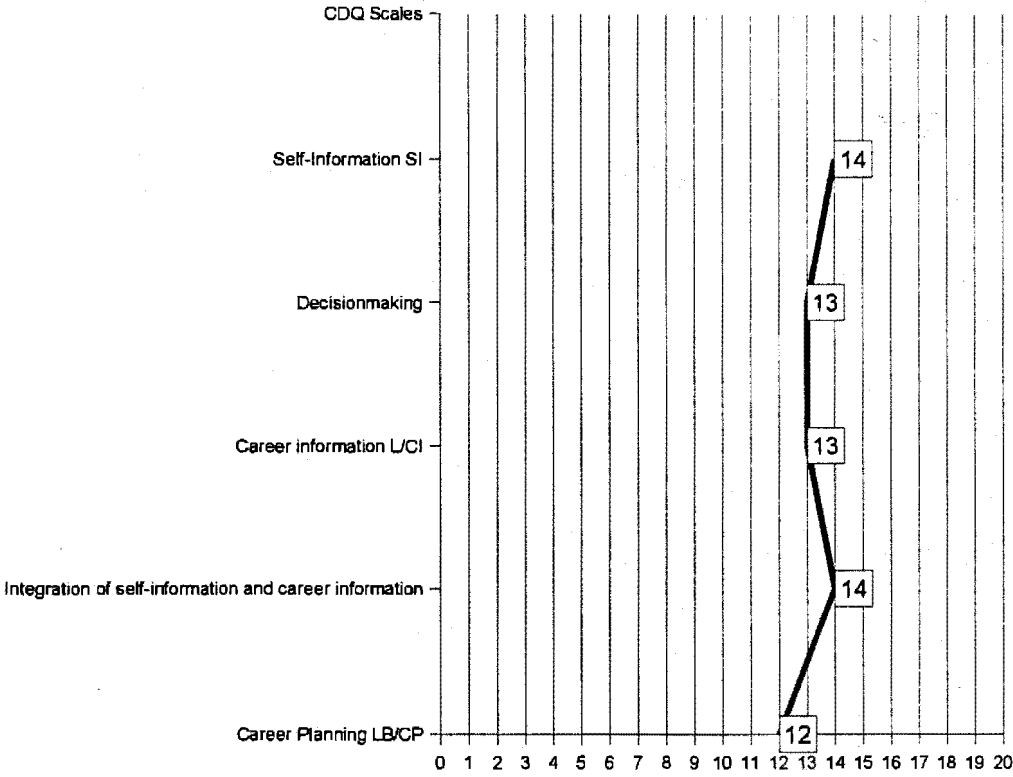


INTER-SCHOOL CAREER DEVELOPMENT COMPARISON

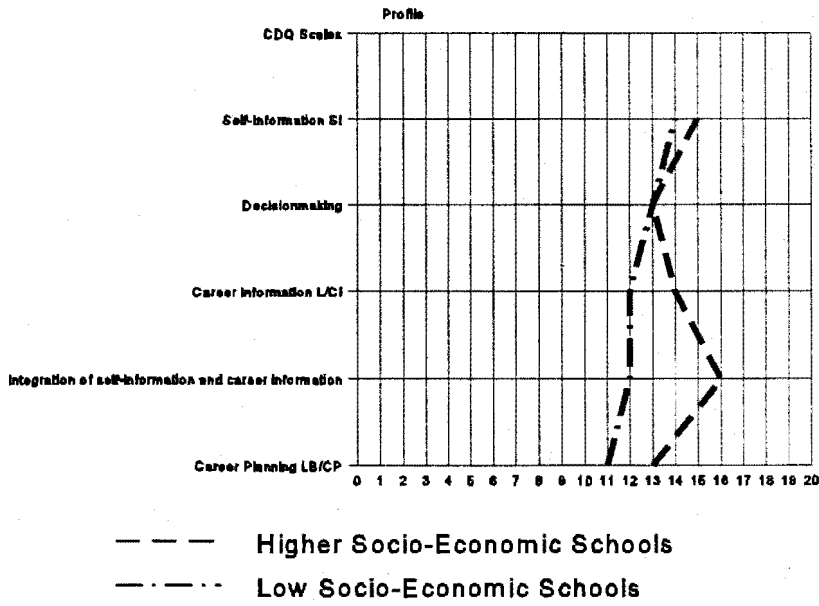


TOTAL	SELF-INFORMATION SI	DECISIONMAKING B/DM	CAREER INFORMATION LI/CI	INTEGRATION OF SELF INFO & CAREER INFO	CAREER PLANNING
School A	15	12	12	13	12
School B	16	14	16	17	15
School C	13	13	13	12	12
School D	16	16	13	15	11
School E	11	11	13	15	11

CAREER DEVELOPMENT PROFILE : WHOLE SAMPLE

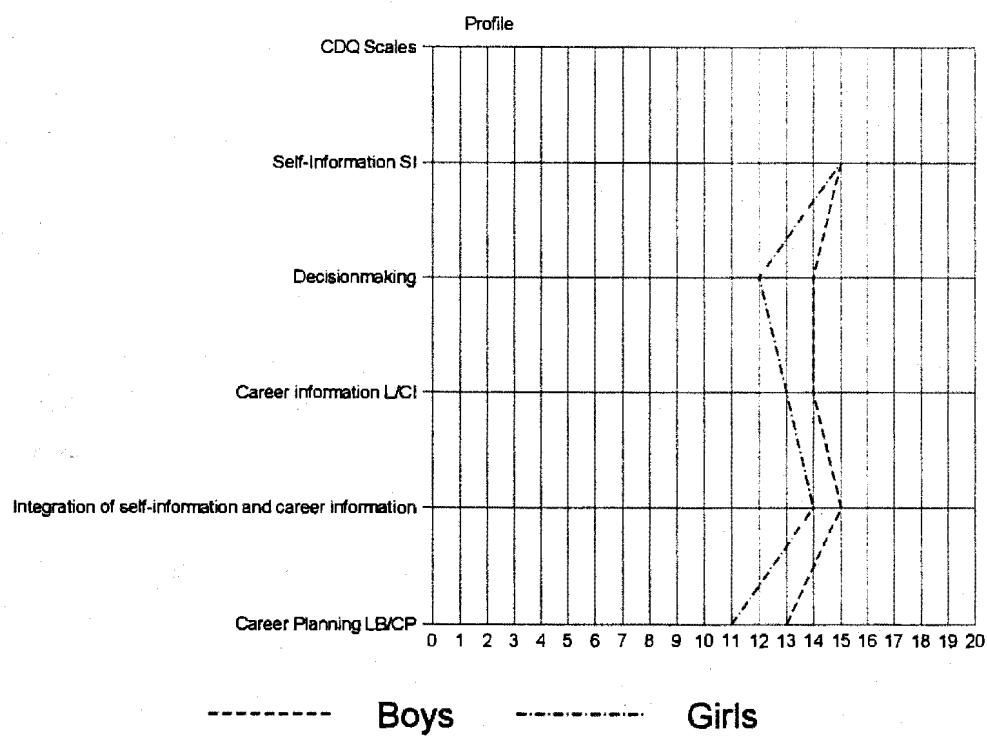


CAREER DEVELOPMENT PROFILES : INTER-LOCATION COMPARISON



TOTAL	SELF-INFORMATION SI	DECISIONMAKING B/DM	CAREER INFORMATION LI/CI	INTEGRATION OF SELF INFO & CAREER INFO	CAREER PLANNING
Lower	14	13	12	12	11
Higher	15	13	14	16	13

CAREER DEVELOPMENT PROFILES : INTER-GENDER COMPARISON



TOTAL	SELF-INFORMATION SI	DECISIONMAKING B/DM	CAREER INFORMATION LI/CI	INTEGRATION OF SELF INFO & CAREER INFO	CAREER PLANNING
Girls	15	12	13	14	11
Boys	15	14	14	15	13

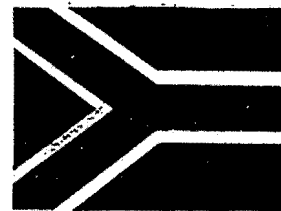
APPENDIX G

LETTER OF PERMISSION - NORTHERN REGION

DEPARTMENT OF EDUCATION, CULTURE AND SPORT
VINCE OF THE EASTERN CAPE

PARTEMENT VAN ONDERWYS, KULTUUR EN SPORT
SI-KAAP PROVINSIE

BE LEMFUNDO, INKCUBEKO NEMIDLALO
INDO LEMPUMA-KOLONI



nce
sing
nsi

(0451) 8383570/644/645/585

ies

Fax No.

e

Faks Nr.

so

Faksi No.

EM

Magcweheba

/nx

(0451) 7483

TO :

MRS BUC KOPELE

P O BOX 2331

KOMANI

5322

FROM :

THE REGIONAL DIRECTOR

EDUCATION, CULTURE AND SPORT

PRIVATE BAG X 7053

QUEENSTOWN

SUBJECT :

REQUEST TO CONDUCT RESEARCH

DATE :

18 OCTOBER 1996

1. **Your application letter dated 25 June 1996 to conduct a research study in the Northern Region has reference.**
2. **There is no objection to conduct research in the Northern Region and you may visit the Educational Support Centre, principals of schools and students.**

[Signature]
for REGIONAL DIRECTOR : NORTHERN REGION

APPENDIX H**LETTER OF PERMISSION - TRANSKEI GOVERNMENT**

URULUMENTE WASETRANSKEI



TRANSKEIAN GOVERNMENT

Imicimbi Yembalelwano Mayisingiswe
KusibakhuluISEBE LEMFUNDO
DEPARTMENT OF EDUCATION

UMTATA.

All communications to be
addressed to the Secretaryidilesi yoCingo }
Telegraphic Address }

"SEBEMFUNDO"

07 April 19 93

iNgxowa eYodwa yePosi }
Private Bag }

XS003

IMIBUZO
ENQUIRIESiFoni } 25111
Tel. }The Supervisor
University of South Africa
Department of Psychology of Education
P.O. Box 392
PRETORIA
0001

Madam

APPLICATION FOR AUTHORITY TO CONDUCT A RESEARCH : MRS BONI KOPELE

Receipt of your undated letter is hereby acknowledged.

I have pleasure in informing you that your application to collect data from Transkei schools on behalf of Mrs Kopele is hereby approved provided, at the end of the project, a copy of the dissertation will be produced for Transkei National Library.

Yours faithfully

 DIRECTOR-GENERAL : EDUCATION